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ABSTRACT

This document is a compilation of 27 institutional research reports issued by Harcum Junior College (Pennsylvania) during the calendar year 1974. The reports, designed to assess existing college goals and practices as well as to provide suggestions for new programs, reflect some of the current concerns of private, women's two-year colleges: recruitment, college curricula, alumnae achievements, student and faculty opinions of college policies, and students' characteristics. Also included is an index to Harcum's institutional research reports for 1973. (EHJ)

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HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Overview

Someone once characterized research as a systematic search for undiscovered truths. It therefore follows that institutional research is that systematic search concerned with undiscovered truths about an institution. In its broadest application, institutional research within a college may study all phases of the operation; inquiring into academic programs, faculty effectiveness and development, student personnel services, student characteristics, alumni, finances, facilities, and community relations.

Probably its most valuable contribution to the effectiveness of the organization is the gathering of accurate, non-rhetorical information to enhance understanding of the institution, facilitate decision-making, and help give direction to future action. When conducted effectively, an institutional research program can also be an invaluable aid to realistic long-range planning.

Since 1963, Harcum has conducted an on-going program of self-evaluation to help answer two very important questions - "What have we accomplished?", and "Where are we heading?" This self-evaluation activity has drawn consistently upon institutional research inquiries to develop definitive data through which the College seeks to gauge its educational 'worth' as a viable learning center for young women.

As a result of perceptive decisions by its Board of Trustees, Harcum has achieved an exciting vitality of educational purpose in which relevant research and relevant education have joined, as 'partners' in student development. College management, under the dynamic leadership and guidance of Harcum's fourth president, Dr. Michael A. Duzy, recognizes the critical need in this area of educational accountability for realistic, perceptive self-evaluation. Through on-going, vigorous questioning of its policies, programs, and practices, the College has demonstrated a consistent 'track record' in this critical management area of self-evaluation.

The Office of Institutional Research was established for this express purpose of on-going assessments designed to help improve the College, reassessments to test existing College goals and practices for current strength and vitality. It is why the 27 Institutional Research Reports (IRR's) issued throughout calendar 1974 were prepared. These documents received wide dissemination among Harcum faculty and staff personnel, as well as other educators who expressed an interest in the College's institutional research effort.

As in years past, to facilitate reference use of these documents, they are listed under 8 rubrics which follow:

JC 750 411

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One might reasonably inquire - why these multi-dimensional inquiries? The answer is succinctly given by Roeche and Boggs in Monograph No. 2 (1968) issued by ERIC Junior College Clearinghouse:"Junior College Institutional Research: The State of the Art" (ED 021 557). "An institution of high learning that stops growing, improving, implementing, and evaluating (underlining supplied), is a danger to both society and itself. What right does an institution have to exist when it no longer gives its best in attempting to cope with the increasing complexities of the society it serves?"

In short - to avoid the twin pitfalls of complacency and misdirection, on-going institutional self-study is an educational management necessity!

Boris Blai, Jr. Ed. D.
Dean of Administration

Summer 1975

Office of Research
IRR 74-1

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

(VIII)

1973 Index To
Institutional Research Reports

1. "Research is a high-hat word that scares a lot of people. It needn't. It is rather simple. Essentially, research is nothing but a state of mind - a friendly, welcoming attitude toward change...going out to look for change instead of waiting for it to come. Research, for practical men, is an effort to do things better and not be caught asleep at the switch. ...it is the problem-solving mind as contrasted with the let-well-enough-alone mind. ...It is the 'tomorrow' mind instead of the 'yesterday' mind."
(Charles F. Kettering, 1876-1958)

2. Research is also a systematic, intensive study directed toward fuller knowledge of the subject studied. Research may be either basic or applied and, I would add, parenthetically, freedom in research is fundamental to the advancement of truth. At Harcum, systematic self-evaluation is achieved through applied research.

3. Unless otherwise noted, while the supply lasts, free, single copies of the referenced reports may be obtained from the undersigned.

Boris Blai, Jr. Ed.D.
Director of Research

January, 1974

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IRR 73-1 Harcum's Confidence-Index for American Leaders
73-2 Parents and Freshmen Assess Harcum
-3 Harcum Reading Development Program Evaluation
-4 Why Don't They Return?
-5 Harcum Students' Concerns
-6 Letter-Grade Distribution; Fall 1972
-7 Student, Staff, Faculty Opinionnaire - A Co-ed Harcum?
-8 Faculty Load Distribution - Spring 1973
-9 The Students View of Harcum
-10 Admissions Recruitment 'Competition' for Sept. 1973 Freshmen
-11 Why Resident Students Attend Harcum
-12 Alumnae Questionnaire - Should Harcum Go Co-ed?

IRR 73

-13 Harcum Students Evaluate Their College
-14 Values and Perceptions of Public & Private Junior College Students - $2.00
-15 What 'Concerns' Harcum Students?
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-17 Vocational Education Management Information System (VEMIS)
-18 Concept Mastery-Learning in Harcum's Montessori School
-19 Look Back to See Ahead (Research Reports Semi-Annual Index)
-20 Grade Distribution-Spring Semester: 1973
-21 Faculty/Student Participation - Committees, Faculty Assembly, College Council
-22 Parietals and Academic Achievement at Harcum
-23 Research Office Published Articles (Abstracts) - $1.00
-24 A Decade of 'Honors' Graduates
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-26 Why They Decide For Harcum
-27 Nelson Denny Reading Test - A Valuable Guide
-28 "high" Student Holding Power Continues At Harcum
-29 Study Habits and Attitudes of Harcum 1973 Freshmen
-30 Locality 'Composition' of Harcum Freshmen: 1962 through 1973
-31 Most Effective Recruitment Methods
-32 What Makes A Good Junior College Teacher
-33 "General Education" Content of Harcum Curricula
-34 Trends in Harcum Grading Practices: 1967 through 1973
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HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Office of Research
IRR 74-2

(III & VI)

Viewpoints - To Each His Own!
(A Parallel-perceptions Inquiry)

Perhaps generalizations from only two sample groups of 411 students and 28 faculty members regarding the characteristics of the "better" junior college teacher is somewhat "iffy". However, the similarities and contrasts in views of these 439 individuals are of interest, at the very least, to the Harcum personnel who were the subjects of this parallel-perceptions inquiry: others too may find the results of significant interest.

The numbered, forced-choice questions which follow, are paraphrased from those which appear in Dean and Valdes' Experiments in Sociology (Dean and Valdes, 1967: 282-284), and were used with the kind permission of the authors. All percentages reported are rounded-off to the nearest whole number and those appearing in parentheses are the views of the faculty members. The student survey was conducted in October 1973; the faculty in November 1973.

1. A professor is a better teacher if s(he):
   A. requires students to follow the syllabus strictly = 17% (30%)
   B. Doesn't require students to follow the syllabus and allows self-direction on the part of the students = 83% (70%)

   Very clearly - both groups in large measure favor the teacher who allows students self-direction.
2. In reorganizing a course, should a professor revise it according to professional opinion or in terms of students' evaluations?
   A. Professional opinion = 31% (85%)
   B. Student opinion = 69% (15%)

   A major difference is noted, each group expressing a very substantial preference for itself, rather than the other. Evidently the 'customers' (students) consider the 'better' teacher to be client-oriented, rather than profession-oriented, in regard to course reorganization matters.

3. A professor is a better teacher if s(he):
   A. In response to a question, gives a direct answer = 59% (40%)
   B. Motivates research on the part of the student, in response to a question= 41%(60%)

   Although there is considerable ambivalence wiht the responses of both groups it is noted that within the range of responses of approximately 20% within each group, there is a complete reversal of group sentiments.

4. Is a professor thought to be a better teacher if he requires attendance or leaves it optional?
   A. Requires attendance = 20% (75%)
   B. Leaves it optional = 80% (25%)

   Virtually diametrically-opposed viewpoints are evident in the better-teacher dimension of class attendance policy.

5. Do students believe a professor is a better teacher if he derives his background material from written sources rather than direct experience?
   A. Written sources = 33% (30%)
   B. Direct experience = 67% (70%)

   Essentially similar proportions of both groups believe the 'better' teacher to be the individual who obtains background materials from direct experience.

6. A professor is a better teacher if s(he):
   A. Uses case studies as illustrations = 53% (65%)
   B. Uses personal experiences as illustrations = 47% (35%)

   General similarity in expressed group sentiments is evident in this area, with a majority of both groups expressing preference for use of case studies.

7. A professor is a better teacher if s(he):
   A. Lectures or discusses primarily from the text = 25% (40%)
   B. Lectures from supplementary material = 75% (60%

   Again, general group similarity is noted, a majority of both groups casting their votes for supplementary material versus text material.

8. Do students prefer professors who give well-ordered and timely lectures to those who allow more student participation?
   A. Well-ordered lectures = 20% (40%)
   B. Student participation = 80% (60%)

   There is less expressed preference for student participation among the faculty group; however, a majority of both groups do prefer the student participation.

9. A professor is a better teacher is s(he):
   A. Maintains purely academic relationships with students = 39% (75%)
   B. Strives for personal relationships with his students = 61% (25%)

   Major differences are evident, a majority of students considering personal relationship with students to characterize the 'better' teacher; a two-thirds majority of faculty placing priority upon purely academic relationships.

10. Is a professor involved primarily in his own field deemed a better teacher than one involved primarily in campus activities.
    A. Own field = 54% (85%)
    B. Campus activities = 46% (15%)

    Although the students are about equally divided in their views, a very substantial majority of the faculty consider the better teacher to be the individual primarily concerned with matters academic.

11. A professor is a better teacher if s(he) is:
    A. Nationally known in his field = 9% (5%)
    B. Student-oriented = 91% (95%)

    A virtual matching: national prominance is a poor second characteristic of the 'better' teacher in the views of both students and faculty members.

12. Do students consider a professor 'better' if he spends most of his time doing reading and research, or offers most of his time to students?
    A. Spends most time reading and researching = 7% (20%)
    B. Offers most time to students = 93% (80%)

    Large majorities of both groups regard the student-oriented teacher to be 'better' than the one who devotes most time to reading and researching.

13. A professor is a better teacher if s(he) is:
    A. Admired by professionals in his field = 15% (35%)
    B. Admired by his students = 85% (65%)

    Although a greater percentage of students express preference for student admiration, a majority of both groups selected this option.

14. Do students prefer an average teacher who gives higher than average grades or one who is outstanding but gives lower-than-average grades?
    A. Average teacher - higher grades = 56% (35%)
    B. Outstanding teacher - lower grades = 44% (65%)

    Although students appear to be close to equally divided, almost twice as many faculty believe the 'better' teacher to be the one who is outstanding and more stringent in grade assignments.

Summary:

In terms of preferences, as reflected in the varying percentages who selected these forced-choice options, the following tabulation lists in descending order of percentages for students, those characteristics of the "better" teacher in which at least three-quarters concur in the judgment. Also included, for comparison are the rank-ordered percentages reflecting the faculty sentiments. Clearly there are some very substantial differences in preferences.

Students (N = 411)	Characteristic	Faculty (N = 28)
1st (93%)	Offers most of time to students	4th (80%)
2nd (91%)	Is student-oriented	1st (95%)
3rd (85%)	Is admired by students	* (65%)
4th (83%)	Allows students self-direction	* (70%)
5.5th (80%)	Leaves class attendance optional	* (25%)
5.5th (80%)	Allows student participation	* (60%)
* (54%)	Teacher involved primarily in own field	2.5th (85%)
* (31%)	Prefers professional opinions in course reorganizing	2.5th (85%)
* (20%)	Requires class attendance	5.5th (75%)
* (39%)	Maintains purely academic relationship	5.5th (75%)

* = Less than 75%

In only two elements do at least two-thirds of each group express similar preferences. Beyond these two, teachers express a strong preference for being involved in their own professional field, and for professional colleagues' opinions rather than student views when reorganizing courses; and finally, a solid 75% believe that requiring class attendance is a characteristic of the "better" teacher.

In rather sharp contrast, two thirds or more of the students believe the "better" teacher is one who is admired by his students, allows students self-direction, leaves class attendance optional, and allows for student class participation.

Most particularly, major differences are noted in the following dimensions:

Students	Characteristic	Faculty
80%	Leaves class attendance optional	25%
61%	Strives for personal relationship with students	25%
31%	Prefers professional colleague opinions in class reorganizations	85%
20%	Requires class attendance	75%
39%	Maintains purely academic relationship	75%
69%	Prefers student opinions in class reorganizations	15%

Turning to the obverse side of the coin, among these 28 forced-choice options, the least-valued (25% or less) attributes of the "better" teacher which were selected by either one or both of these groups include the following:

Students	Characteristic	Faculty
9%	Is nationally known	5%
7%	Spends most time reading and researching	20%
15%	Admired by professionals in own field	35%
46%	Involved primarily in campus activities	15%
20%	Well-ordered lectures	40%
25%	Lectures primarily from text	40%
69%	Considers student evaluation in course reorganizations	15%
80%	Leaves class attendance optional	25%

The "better" teacher, as characterized by half of more of both groups, is the one who:

(1) Offers most of time to student.
(2) Is student-oriented (rather than nationally known)
(3) Is admired by students
(4) Allows students self-direction
(5) Allows student class participation
(6) Is involved primarily in own field
(7) Lectures from supplementary materials
(8) Uses case studies as illustrations, and
(9) Derives background material from direct experience.

Boris Blai, Jr. Ed. D.
Director, Institutional Research

January 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR. PENNA. 19010

Office of Research
IRR 74-3

(VI)

Student "Thinking" and Good Teaching

1. "Teaching at best is a difficult task, rewarding but far from easy. Experts have not as yet reached consensus as to what constitutes good teaching. What one group of theorists says is good, another group disputes." (1) The 'mechanical' aspects of good teaching have been the subject of innumerable studies. This inquiry, however, focuses upon another dimension, the thinking processes of students and their perceptions as to what occurred in classes.

2. Harcum student perceptions have been the subject of some 37 institutional research reports over the past 12 years, as well as 8 published articles. These have been in the areas of:

ACADEMIC:	concerned with intellectual development; education; academic programs, classes plans, achievement, purpose; general reference to college
PERSONAL:	concerned with self; feelings; development of identity, maturity, values; unspecified needs, desires, goals, experience; internal influence
SOCIAL:	concerned with interpersonal skills; relationships with others (excluding academic personnel); understanding others; social environment
VOCATIONAL:	concerned with career choice, preparation; economic goals
ADMINISTRATIVE:	concerned with college procedures, admissions, expense, length of program; credit structure.

This inquiry is one more in the area of Academic.

3. Students at Harcum were invited in February 1974 to respond to a brief questionnaire, anonymously. They were asked to select (in their mind only, not otherwise identify) the instructor "who has been most successful in developing your thinking processes." Some 389 or 78% of the total student body replied by checking from among 13 instructor qualities the 3 which had the "greatest impact" on their thinking processes. Their responses are discussed in the following paragraphs.

4. It is to be emphasized that the purpose of this inquiry has not been to draw broad generalizations, make recommendations, criticize, or voice 'complaints'. Its sole purposes are: "(1) to report on the opinions of several samples of students regarding instructors who have made them "Think", (2) to raise questions which should cause instructors to look more closely and carefully at the classroom processes with which they are intimately involved and concerned; (3) to seek a closer correlation between instructors

(1) Walsh, Garnar V. "College and University Teaching". Summer 1972- Vol. XX. No. 3 p. 53

and students as to what constitutes good teaching. The only possible result is a better teaching-learning situation, and who can argue against that?" (2)

5. Table 1, which follows, contains three rank-order listings: Column A for the Harcum sample (a two year college) of 389 female students; Column B, a sample of 117 students, male and female, attending a four-year state college in New York state; Column C, a sample of 184 students, male and female attending a four-year University Center in New York state.

Table 1:- Qualities of "Greatest Importance" By Ranks

Qualities		A	B	C
1. Systematic organization of subject matter	(10)	4	6	5
2. Good speaking ability (mechanical)	(2)	9	10	9
3. Ability to explain clearly	(12)	3	4.5	4
4. Ability to stimulate student interest	(8)	2	2	3
5. Sympathetic attitude toward students	(4)	10	9	10
6. Expert knowledge of subject	(13)	1	1	1
7. Enthusiastic attitude toward subject	(11)	5	3	2
8. Fairness in marking and grading tests	(7)	8	11	11.5
9. Tolerance toward student disagreement	(6)	12	13	11.5
10. Warm, outgoing personality	(9)	7	7	7
11. Encourages active student participation in the classroom	(3)	6	4.5	6
12. Maintains balance between theoretical and practical aspects of course	(5)	11	8	8
13. Attempts to use individualized instruction	(1)	13	12	13

( ) = rank-ordering of qualities having least impact on thinking process.

6. Perhaps teachers among those reading this report may identify each of the 13 qualities enumerated in Table 1 as part of "good" teaching. These characteristics undoubtedly represent for many people necessary teaching dimensions, for it is scarcely disputable that all are admirable and desirable. However, the objective of this inquiry is to ascertain student perceptions as to what they believe to be the pedagogical qualities of "greatest impact" upon their thinking processes.

7. As Table 1 reveals, there is an exceptionally high degree of congruence among these three student populations in their choices of instructor characteristics which stimulate them to think. As Walsh observed for the two non-Harcum samples.... "The data almost appeared rigged."

8. In no case is there more than a 3.5 ranking-spread among these three groups in rankings they assigned any single quality; the average being 1.5 with a range of only 0 to 3.5. Two rankings assigned by them are identical, and four reveal only a single-order spread.

(2) Ibid. p. 155

9. This unanimity of student reactions among some 690 respondents certainly suggests that those on the receiving end of the teacher-student dyad quite consistently perceived the same teacher characteristics as being those qualities of "greatest impact". This fact might well be pondered by all professional educators who are open-minded and willing to consider "customer-relations."

10. Turning to the obverse side of the coin, in response to the request to rank those qualities which had the least impact upon their thinking process, for the Walsh-reported samples, he concluded..... "The results are not reported since the correlation was so high with the previous ranking that they do not add to the knowledge to be gained from this research."

11. For the Harcum sample of 389 students, as the rankings in parentheses reveal, there is also a high level of consistency in their responses. A 'perfect' inverse-ranking-relationship for each single characteristic would yield a total of 14; (i.e. ranked highest (1st) for "greatest impact" and ranked lowest (13th) for "least impact").

12. On the average, there is only a 1.8 variation among the Harcum sample from the 'perfect' inverse-ranking-relationship. Four characteristics are 'on target'; two reveal a one-rank variation, and three reveal a two rank variation. Clearly then, in most instances the students perceived different characteristics in a wholly consistent manner when they selected those having "greatest" or "least" impact upon their thinking.

13. Some interesting questions come to mind in scanning Table 1. Why do all three samples consistently minimize the importance of individualized instruction? As Walsh asks....."Is not a good speaking ability really one of the most important qualities of good teaching"? Evidently for this sizeable population of 690 students it is perceived as being of lesser import than a "warm, outgoing personality" or "enthusiastic attitude toward subject."

14. One might also wonder about what reasoning lies behind the fact that all three groups feel that a theoretical-practical balance (item 12 in Table 1) is not nearly as important to them as an enthusiastic attitude toward subject (item 7). Would it not be interesting to know (with assurance!) why there are far greater similarities than differences among the perceptions of these demographically-different student-populations?

15. Readers studying the ranking relationships revealed in Table 1 can certainly pose additional questions germane to their individual techniques of teaching and subject matter areas. In any event, this diverse population (male and female, freshmen through seniors at 2-and-4-year colleges/universities) of about 700 students opt for the following teacher-characteristics as being in their collective perceptions, of "greatest-impact" in "making them think".

1st - Expert knowledge of subject
2nd - Ability to stimulate student interest
3rd - Enthusiastic attitude toward subject
4th - Ability to explain clearly
5th - Systematic organization of subject matter

16. What does "good" teaching mean to the student. Generalizing the findings of these parallel-perceptions inquiries, "good" teaching means someone who knows 'hir' (his/her) subject; stimulates student interest; is enthusiastic about subject; communicates clearly; and is well organized - a "profile" with which competent teachers can hardly take serious issue.

Boris Blai, jr. Ed.D.
Director, Institutional Research

February 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Office of Research (VII)
IRR 74-4

Counselor Impressions of Harcum
(As Others See Us!)

In January of this year high school counselors who receive Harcum's monthly newsletter - KEEPING UP WITH HARCUM, were invited to respond to a very brief questionnaire, anonymously. To date, 163 responded, and each day additional ones are being received! Their comments, without repeating the many duplicate statements, in response to the question - "What is your candid impression of Harcum Junior College" are certainly worth quoting: here they are!

(1) Up to date and relevant to needs of present day students
(2) Expensive - sound in programs - able in placement.
(3) Good!
(4) Respectable Junior College (Private) attempting to do a good job in a most difficult period in college admissions
(5) Flexible - relevant
(6) Very good school that is up on current trends. Several of our students have applied.
(7) Affords a fine opportunity for students
(8) Expensive, open enrollment, female, "finishing school," suitcase school.
(9) We have had no one attend to convey an impression. Therefore, from materials received I would not hesitate to suggest Harcum to a student who showed interest.
(10) Sounds good to me. I haven't visited, but a colleague has.
(11) 2 of my girls are there now. I recommend it because of its reputation to support students in their times of need - encouragement, personal interest, etc.
(12) Good school
(13) A good two-year college that is aware of the occupational outlook.
(14) Comfortable - up to date - attends to the girl that is not a genius - but want an education.
(15) I think you are doing a fine job and hope you will continue to do so.
(16) Dedicated - with the student in mind at all times
(17) Have never visited Harcum but review all literature passing my desk - it is interesting.
(18) To be commended for meeting needs of many different students. Innovative curriculum is good.
(19) Good Junior College
(20) A place that wants to help young people
(21) A good junior college, except very few farm students go to a junior college
(22) Very fine school. Several of my students and my own cousin are graduates of Harcum. They all did very well.
(23) Good; I only wish I could encourage more students to think the same!
(24) Fine school
(25) An expensive, good school

(26) A two year college with relatively uncompetitive admissions standards which can meet the needs of the students who: (1) have 'drifted' through high school and now seriously want to profit from higher education; (2) are at HJC but who never should have gone to college and don't have the foggiest notion why they're there (hopefully - HJC will counsel them to drop out); (3) can benefit from career-oriented terminal programs; and (4) feel the social pressures to go to a nice, private, girls college and meet "Mr. Right".

(27) A fine college, but our students do not aspire to your kind of a jr. college but to a community or state college.

(28) Good scope of offerings, ideal location, curricula for the "slightly above the average student".

(29) An "alive" institution that stresses vocational services - that are needed!
A college that has my admiration because it does not pretend to be what it isn't!

(30) Probably too expensive for our girls

(31) Excellent

(32) Very relevant in preparing women for job market

(33) A very up-to-date school trying to meet today's problems with specialized curriculum.

(34) I like it.

(35) A necessary media for meeting needs of young people who wish to continue their education.

(36) My sister is in her 2nd year of Animal Technology. I think it is efficient, realistic, and successful in achieving its goals, and it has a deserved good reputation.

(37) Pupils have opportunity for career training not offered in very many colleges (Ex. Veterinary Assistant)

(38) Appears to be a concerned, student-centered institution

(39) Judging from your fine Newsletter and the one representative who visited us, we have a very good impression of your school.

(40) Impressed by what I know and have heard.

(41) I visited the campus with my daughter 2/1/74 and I was very impressed with the offerings, the physical plant and the type of students.

(42) A very fine school. I recommend it to my students.

(43) Good! I hope we can have a student from our high school enroll at Harcum.

(44) A good place for terminal AA students; an adequate place for uncommitted potential transfer students. You have some programs I can't find elsewhere in the area. (East coast)

(45) Excellent - most impressed.

(46) A changing (for the better) small institution.

(47) Good and improving.

(48) Excellent school - sincerely concerned about students.

(49) Good school with real interest in students.

(50) A warm, friendly, intimate atmosphere with personal emphasis on the student.

(51) I am deeply impressed with your program as a two-year college and I believe that you meet the needs of the present day teenager. You also are meeting the needs of the current trends in post-high school planning of our students.

(52) For the first time we have a freshman at Harcum and she is just delighted. As a result our impression has been most favorable.
(53) A good blend of vocational and liberal arts opportunities
(54) Sounds great - wish we were nearer!
(55) Atmosphere conducive to learning. Have impression that administration and faculty are looking ahead, not resting on laurels.
(56) I hope you do not change.
(57) Tops for a two-year degree college aiming at both a career-oriented and a liberal arts base education.
(58) A fine place with proud traditions and worthwhile goals
(59) It must be a very good jr. college.
(60) A good school with many practical programs
(61) Not really any different from most.
(62) Favorable mainly as a result of the Bulletin and "Keeping Up With Harcum"
(63) A solid academic junior college which truly cares about its students.
(64) A college that is trying to communicate with us - not solely with "propaganda" about Harcum. Your items, at times offer a little "light" on "dark" days.

Boris Blai, Jr. Ed.D.
Director, Institutional Research

March 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR. PENNA. 19010

Office of Research
IRR 74-5

(V)

This Year's College Freshmen: Their Characteristics

1. Each year the American Council on Education collects a wide range of information relating to the nation's college freshmen. Periodically (1967 and 1970) Harcum freshmen have also been requested to respond anonymously to the same questions thereby permitting comparisons and trends to be noted. Throughout this report all figures in parentheses refer to non-Harcum women, as noted. The principal purpose of this on-going logitudinal study is to help determine the effects of colleges on students.

2. All numbers reported are rounded-off to the nearest whole number, and the Harcum samples consisted of 339 in 1967 (or 93%); 384 (or 92%) in 1970; and 246 (or 89%) in 1973.

3. A summary appears, beginning on page 6.

Boris Blai, Jr. Ed.D.
Director, Institutional Research
March 1974

Demographic Data

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HARCUM JUNIOR COLLEGE
Office of Research

This Year's College Freshmen: 1973-74
(Harcum and Others*)

1. Age as of December 31st.

	1969	1973
16 years or younger =	0%	0%(.1%)
17 =	14%	5% (5%)
18 =	60%	68%(75%)
19 =	20%	19%(15%)
20 =	5%	6%(2%)
21 =	-	- (1%)
Older than 21 =	1%	2%(3%)
Average age =	18 (18)	18 (19)

Although the average age of the Harcum freshman has remained the same over this five year span, the national average has risen, reflecting the fact that greater percentages of 'older' freshmen have enrolled nationally; particularly among community two-year colleges.

2. Average grade in high school

	1969	1973
"B" average or higher	17%(36%)	55%(64%)
Below "B" average	83%(49%)	45%(36%)

A marked upward shift is noted for both the national and Harcum freshmen in 1973; the median grade average being "B" for both. Among other private, two-year colleges in 1973, only 32% enrolled there as freshmen indicated a "B" average or higher.

3. Number of college applications filed:

This college only = 20% (48%)
One other = 34% (19%)
Two others = 30% (15%)
Three other = 10% (9%)
More than three others = 6% (10%)

* "Others" data, appearing throughout in parentheses, are drawn from the Cooperative Institutional Research Program: "National Norms for Fall 1973" based on responses from 189,733 freshmen entering 360 institutions. Report issued by Graduate School of Education, UCLA and sponsored by the American Council on Education.

Among Harcum 1973 freshmen, only one-fifth filed a single application, whereas nationally almost half (48%) evidenced such single-mindedness. Among other private, two-year colleges some 53% report single applications. Quite clearly, as a group, Harcum freshmen of 1973 were far more prone to file "insurance" applications elsewhere, as well as with Harcum.

This could be interpreted to mean that as a group they anticipated sufficiently keen competition for Harcum acceptance to warrant multiple applications. For the 1973 freshman class at Harcum, some 80% placed multiple applications: among other two-year colleges it was only 47%; nationally among all freshmen it was only 52%.

4. Highest degree planned:
   - Associate = 58% (56% - other 2 yr. private college)
   - Bachelor's = 28% (25%)
   - Master's = 8% (3%)
   - Ph.D. or Ed.D. = 3% (1%)
   - M.D. D.O. D.D.S. or D.V.M. = 3% (1%)

Degree aspirations of these two groups appear to be very similar; with higher percentages of the Harcum group planning degrees beyond the associate level.

5. Probable career occupation
   - Artist = 6% (7%)@
   - Business Management = 13% (13%)
   - College teacher = 3%
   - Doctor (M.D. or D.D.S.) = 2% (1%)
   - Educator (secondary) = 2% (4%)
     (elementary) = 3% (9%)
     (early childhood) = 13% (6%)
   - Health profession (non-MD) = 35% (1%)
   - Homemaker = 2% (2%)
   - Home economist or dietician = - (1%)
   - Lawyer = - (3%)
   - Nurse = - (10%)
   - Research Scientist = * (1%)
   - Social or welfare worker = 7% (5%)
   - Other: Radio/TV*; Phy. Ed.*; Fashion Design*; Secretary*; Flight Attendant*
   - Undecided = 7%

* = Less than 1%
@ = Women at other 2-year, private colleges are in parentheses.

With the exception of the non-MD health profession, which reflects for Harcum the heavy concentration of Veterinary Technician students, there is a very substantial similarity in the pattern of occupational preferences between the Harcum and other 1973 freshmen enrolled in private, 2-year colleges for women.

6. Reasons considered Important for long-range career selection:
   - Job openings available = 37% (5%)@
   - Rapid advancement = 9% (33%)
   - High anticipated earnings = 25% (39%)
   - Respected occupation = 17% (37%)
   - Independence = 24% (34%)
   - Chance for steady progress = 17% (47%)
   - Contribution to society = 18% (51%)
   - Avoid pressure = 3% (22%)
   - Work with ideas = 12% (48%)
   - Be helpful to others = 29% (75%)
   - Work with people = 42% (79%)
   - Intrinsic interest in field = 28% (73%)
   - Other: work with animals = 6%

@ = women at other 2-year, private colleges

Without exception, lower percentages of the Harcum group consider these forced-choice reasons as "Important" for long-range career selections. In no instance to 50% or more of the Harcum group opt for any of these reasons. In contrast, five of these reasons are judged "Important" by at least half of the other freshmen.

7. Reasons considered Very Important in selecting Harcum

Parents wanted student to attend = 10% (15%)@
Wanted to live away from home = 25% (23%)
Teachers advice = 2% (7%)
Good academic reputation = 25% (60%)
Offered financial help = 8% (24%)
Advice of former student = 13% (24%)
Advice of guidance counselor = 21% (13%)
Wanted to live at home = 12% (9%)
Could not get a job = * (3%)
Course offered = 21% (35%)
Smaller school = 5%
Location = 2%
Close to home = *
Close to boyfriend = *

@ = Women at other 2-year private colleges

For Harcum freshmen the 3 most frequent Very Important reasons were (1) Wanting to live away from home; (2) Good academic reputation; (3) Program of study offered. Among freshmen at other 2-year, private colleges for women, their most frequent selections included: (1) Course offered; (2) Advice of former student; (3) Offered financial assistance. Therefore, the only common-selected reason between the two samples was the particular course of studies offered. Otherwise each group reflects a unique pattern of selections in terms of frequency of selection among the various choices.

8. Father's education

Grammar school or less = 4% (9%)@
Some high school = 14% (13%)
High school graduate = 32% (27%)
Some college = 19% (13%)
College degree = 26% (19%)
Post-graduate degree = 11% (12%)

@ = fathers of women at other 2-year, private colleges

There is a fairly close 'matching' between the Harcum and other groups, with only an average variation between them of 4%. This is equally true when comparing the Harcum distribution with the national distribution for all institutions, both 2-year and 4-year, the average variation between them again being only 4%. The Harcum sample reveals 56% having some college exposure, the national sample only 45%; other 2-year women's colleges, only 44%.

9. Mother's education

Grammar school = 1% (6%)
Some high school = 8% (12%)
High school graduate = 48% (37%)
Some college = 16% (16%)
College degree = 18% (16%)
Post graduate degree = * (4%)

@ = Mothers of women at other 2-year colleges
* = less than 1%

Once again the average variation between the two groups is 4% as well as between the national and Harcum groups. Some 35% of the Harcum mothers had some collegiate experience, with the national sample revealing 34%, the other 2-year college mothers being 36%.

Items 8 and 9 above reveal that there is a substantial degree of college attendance continuity among the parents of 1973 college freshmen, whether attending 2 or 4-year institutions. Among fathers this averaged 48%; among mothers 35%.

10. Present religious preference

Protestant = 38% (48%)
Catholic = 29% (34%)
Jewish = 12% (5%)
None = 11% (9%)
Other = 10% (4%)

The broad pattern of preferences expressed is the same for the Harcum and national samples, with an average variation in their distributions of 6%.

11. Students estimate chances are Very Good that they will:

Change major field = 9% (10%)@	Need extra time to get a degree = * (5%)
Change career choice = 12% (10%)	Work at outside job = 15% (22%)
Fail one or more courses = 7% (2%)	Seek vocational counseling = - (8%)
Graduate with honors = 15% (6%)	Seek individual counseling = 3% (6%)
Be elected to a student office = 1%(2%)	Drop out temporarily = * (2%)
Be elected to an honor society= 11% (4%)	Drop out permanently = * (2%)
Make at least a 'B' average = 43% (27%)	Transfer to another college=35% (15%)
Be satisfied with college = 42% (62%)	Marry: while in college = 3% (6%)
Be more successful than most=5% (13%)	Marry within a year after college =
Find a job in preferred field= 46% (5%)	16% (22%)

* = Less than 1%
@ = Women at 2-year colleges

Differences between freshmen women at Harcum in 1973 and at other 2-year colleges for women are substantial in some instances, minor in others. Since the qualifier Very Good is admittedly subject to a wide range of interpretations - these comparisons should, at best, only be considered as rough approximations.

12. Estimated Parental Income (Before Taxes)

$4,000 to $5,999 = 5% (5%)* [6%]@	$20,000 to $24,999 = 8% (11%) [8%]
$6,000 to $7,999 = 5% (7%) [7%]	$25,000 to $29,999 = 5% (5%) [5%]
$8,000 to $9,999 = 3% (8%) [9%]	$30,000 or over = 20% (12%) [15%]
$10,000 to $14,999 = 10% (29%) [28%]	Don't Know = 10%
$15,000 to $19,000 = 10% (16%) [14%]	Omitted = 24%

* = national sample of women
@ = women at 2-year, private colleges

Harcum freshmen report 53% with incomes $10,000 and over; the national sample report 73%; other 2-year, private colleges 70%. The major difference noted is that 20% at Harcum are reported at $30,000 or more, with only 12% for the national sample and 15% for all other 2-year, private colleges.

Attitudes and Goals of 1973 Freshmen

13. Objectives considered Essential or Very Important

Achieving in a performing art = 17% (25%@
Becoming an authority in her field= 26% (56%)
Influencing the political structure= 2% (10%)
Influencing social values = 12% (36%)
Raising a family = 45% (62%)
Having administrative responsibility= 10% (23%)
Being very well-off financially=43%(43%)
Helping others who are in difficulty= 42% (76%)
Being successful in own business= 34% (35%)
Helping to clean up environment= 15%(33%)
Developing a philosophy of life=20%(72%)
Becoming a community leader=5% (33%)
Keeping up with political affairs= 11% (35%)

@ = Women at 2-year, private colleges

Principal objectives for the Harcum group are raising a family and being well-off financially in contrast with the others who most frequently selected developing a philosophy of life and helping others in difficulty. In general, for smaller percentages among the Harcum sample identify these various objectives as either essential or very important.

14. Attitudes and views with which they agree Strongly or Somewhat

U.S. isn't controlling pollution = 34% (88%)@
U.S. isn't desegrating quickly = 15% (70%)
Women should have job equality = 67% (95%)
Courts are too concerned for rights of criminals = 18% (47%)
Large families should be discouraged = 25% (63%)
Marijuana should be legalized = 31% (39%)
Wealthy should pay larger share of taxes = 28% (64%)
Women's activities best confined to home = * (27%)
Individuals can do little to change society = 12% (37%)
College has right to regulate off-campus behavior of students = 4% (15%)
Chief benefit of college is monetary = * (57%)
Students should help evaluate faculty = 46% (71%)
College grades should be abolished = 21% (35%)
Organized college sports should be de-emphasized = 4% (22%)
Colleges should regulate student publications = 5% (43%)
College has right to ban speakers on campus = 4% (27%)
Disadvantaged should have preferential treatment = 9% (48%)
Colleges have been too lax on student protests = 5% (41%)
Public colleges should have open admissions = 22% (35%)
Standards for degrees should be same for all = 20% (73%)

* = less than 1%
@ = Women at other 2-year, private colleges

15. To summarize this in-depth inquiry, the following highlight items were noted for a sample of 246 Harcum 1973 freshmen; 3,565 other freshmen women at private, 2-year colleges and some 89,553 women enrolled as freshmen at all 2 and 4-year institutes throughout the country.

	Women		
	Harcum	National	2-Yr. Private
(1) Average	18 yrs.	19 yrs.	18 yrs.
(2) Superior high school averages ("B" average or higher)	55%	64%	57%
(3) Median grade average in high school	B	B	B
(4) Applications to one college only	20%	48%	52%
Median number	[illegible]	Two	One
(5) Highest degree planned:			
Associate	58%	8	56%
Bachelor and higher	42%	92	44%
(6) Principal career occupations			
Health profession (non-MD)	35%	12%	10%
Teaching	18%	22%	19%
Business management	13%	13%	13%
Nurses	-	9%	10%
(7) Important reasons for long-range Career selection (50% or more)			
Work with people	-	75%	79%
Be helpful to others	-	74%	75%
Intrinsic interest in field	-	76%	73%
Job openings available	-	56%	57%
Contribution to society	-	54%	51%
Work with ideas	-	50%	-
(8) Reasons considered Very Important in selecting this college (25% or more)			
Wanted to live away from home	25%	-	-
Good academic reputation	25%	54%	60%
Course offered	-	34%	35%
Has low tuition	-	28%	-
(9) Father's education "Some" college, or better	56%	45%	44%
(10) Mother's education "Some" college, or better	35%	34%	36%

	Women		
	Harcum	National	2-Yr. Private
(11) Present religious preference			
Protestant	38%	48%	60%
Catholic	29%	34%	24%
Jewish	12%	5%	2%
None	11%	9%	6%
Other	10%	4%	8%
(12) Chances Very Good that students will: (25% or greater)			
Find job in preferred field	46%	57%	59%
Make at least a 'B' average	43%	36%	27%
Be satisfied with college	42%	60%	62%
Transfer to another college	35%	-	-
Work at outside job	-	34%	-
Get a bachelor's degree	-	63%	-
(13) Estimated Parental Income (before taxes)			
$10,000 and over	53%	73%	70%
$30,000 and over	20%	12%	15%
Don't know	10%		
Omitted	24%		
(14) Attitudes and Goals considered Essential or Very Important (by 25% or more)			
Raising a family	45%	58%	62%
Being very well off financially	43%	46%	43%
Helping others in difficulty	42%	73%	76%
Being successful in our business	34%	31%	35%
Achieving in a performing art	-	-	25%
Becoming an authority in her field	26%	58%	56%
Influencing social values	-	33%	36%
Helping to clean up environment	-	33%	33%
Developing a philosophy of life	-	74%	72%
Becoming a community leader	-	34%	33%
Keeping up with political affairs	-	41%	35%
(15) Agree Strongly or Somewhat with following: (25% or more)			
Women should have job equality	67%	96%	95%
Students should help evaluate faculty	46%	75%	71%
U.S. isn't controlling pollution	34%	-	88%
Marijuana should be legalized	31%	45%	39%
Large families should be discontinued	25%	-	63%
Wealthy should pay larger share of taxes	28%	69%	64%
Large families should be discouraged	25%	64%	63%

	Women		
	Harcum	National	2-Yr. Private
Government not desegregating quickly	-	51%	70%
Too many rights for criminals	-	44%	47%
People should be paid equally	-	26%	29%
Women's activities are best confined to home	-	-	27%
Individuals can do little to change society	-	37%	37%
Chief benefit of college is monetary	-	49%	57%
College grades should be abolished	-	35%	35%
Colleges should regulate student publications	-	30%	43%
College has right to ban speakers	-	-	27%
Disadvantaged should have preferential treatment	-	38%	48%
Colleges have been too lax on student protests	-	33%	41%
Public colleges should have open admissions	-	34%	35%
Standards for degrees should be same for all	-	77%	73%

16. The Harcum 1973 freshmen as a group, are slightly younger than the national average of freshmen women. Their median grade in high school was that of the national average - a "B". Like the national average, they filed two applications for college admission, and about the same percentage as freshmen attending other 2-year private colleges for women expect to end their formal schooling with an associate degree.

As a group, they are more diffuse in their identification of important reasons for long-range career choices than either the national sample or sample from other 2-year, private colleges for women; less tha 50% selecting any one of the forced-choice reasons offered.

In their selection of a college, the only shared-reason considered (by at least 25%) Very Important in selecting their college, was "good academic reputation".

In general, they share with the other freshmen, the same intensity level of belief that their chances are Very Good to:

(1) Find a job in preferred field
(2) Make at least a 'B' average, and
(3) Be satisfied with college.

As compared with the freshmen women attending other 2-year, private colleges considerably fewer of the Harcum freshmen identify with the forced-choice goals and attitudes

sampled by this inquiry. This is evidenced in both the fewer number of separate items which 25% or more consider either Essential or Very Important as well as the lower percentages throughout (as compared with the other two groups) who do opt for the particular goals or attitudes.

These same comments are equally applicable to their views as they relate to the items detailed in (15) above; e.g. 25% or more of the Harcum group identify with only 7 items; the national sample with 16 items, and the women at other 2-year private colleges with some 20!

17. Thus, it would appear that the Harcum 1973 freshmen are generally similar in academic achievement and background with young women enrolled in other 2-year and 4-year colleges/universities. Perhaps as a group they do evidence less "intensity" of identification with career choices, selection of college, and the various attitudes and goals sampled by this inquiry. But then it is also noted that as a group their average age is less than that of the national average: perhaps with added maturity will come deeper societal concerns.

Boris Blai, Jr. Ed.D.
Director, Institutional Research

March 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Office of Research
IRR 74-6

(II)

Counseling Interviews on Campus

1. Numerous Harcum publications in recent-past have emphasized the fact that at the heart of the Harcum teaching/learning program is a sincere concern for each student as an individual - a person having different hopes, needs, concerns, interests, and aspirations. These documents have further noted that the basic tenet of Harcum's counseling and guidance program has been to assist the individual student toward achieving greater personal awareness so that she might effectively cope with the varied responsibilities thrust upon her through college attendance.

2. It has also been stressed that in attending college, for many students this is a time of separation from family and friends - particularly for resident students, at the precise moment when the young adult is often floundering in the search for a personal identity. For some, this can be a very difficult period of transition, one marked often by personal crises.

3. Therefore, at Harcum, every effort is made in the counseling program to provide each student a climate of acceptance and empathic understanding so that she feels free to bring a problem to the guidance office where, in a spirit of mutual trust and respect, a sincere effort is made to resolve the particular problem or concern.

4. Counseling interviews on the Harcum campus are part of a total guidance service embracing the following dimensions:

(1) freshman testing, in which the Nelson-Denny Reading Test; Watson-Glaser Critical Thinking Appraisal; Survey of Study Habits and Attitudes; and the Sixteen Personality Factor Questionnaire are administered to all new students during orientation week;

(2) on-going, individual counseling concerning personal, social and educational vocational matters;

(3) a rotating counselor who is available to students during the evenings, and also serves as a referral and screening agent for more serious and complex problems;

(4) when a specific area of concern becomes prevalent, group counseling is conducted. These groups usually consist of less than 10 students so that a closer, freer atmosphere prevails. As a general rule, these group sessions are supplemented by one-to-one counseling contacts to permit periodic evaluation of each student's individual progress:

(5) at Harcum, all members of the College community are involved in a team approach to counseling. Faculty referrals are one of the prime sources of student-counseling interviews and the faculty freely and frequently refer students to the counseling center:

(6) supplementary guidance programs are offered by knowledgeable speakers in field of special student needs;

(7) in cases where a problem is deemed serious enough, or too deeply rooted to be handled by our counseling center, referral is made to an appropriate outside agency. This may include a psychiatrist, psychologist, Bryn Mawr Youth Psychotherapy Center, or a community mental health center.

5. As was noted in IRR 72-16....."At Harcum, student counseling is a 'way of life' for faculty, staff, and administrators. This is to say that beyond identifying close faculty/student interaction in its policy statements, it is - in fact - a vital aspect of student life at Harcum. It is a pervasive and clearly apparent characteristic of the Harcum scene and undoubtedly is a major contributing factor to the exceptionally low student attrition rate which Harcum has enjoyed over the past decade."

6. Although the following Table does not reflect <u>every</u> counseling interview on campus, it is substantially representative of the quite extensive counseling interviews which typically occur during the course of the academic year.

Table 1:- Counseling Interviews on Campus

Item \ Year	'66-'67	'69-'70	'70-'71	'71-'72	'72-'73	'73-'74*
Interviews	1967	2389	2113	2245	1722	(1640)
Av. Inter/student	3	4	3	4	3	(3)

* = projected, based upon a linear extension of first semester rate

7. The range of interview totals for the six academic years noted in Table 1 vary from an estimated 'low' of 1640 for the current year to a 'high' of 2389 in academic '69-'70. However, variations in the student-body totals throughout these years results in an Average-Interviews-Per-Student rate which has been quite stable over these years. It is further noted that the totals reported in Table 1 do not reflect the numerous counseling interviews conducted which are not recorded owing to the pressures of daily activities. One simply forgets on occasion to tally such interviews, hence totals reported are conservative figures only.

8. When the subject matter of recorded interviews is analyzed, a consistent trend is revealed. Over the five year period documented there has been a consistently mounting concern with matters academic. Why this has taken place is, at best, informed speculation only - for it is generally recognized that the etiology of value-concerns is exceedingly complex.

Table 2:- Subject-matter Concerns of Interviews

Item \ Year	'69-'70	'70-'71	'71-'72	'72-'73	'73-'74^{E}
Academic (1)	54%	73%	75%	84%	87%
Personal (2)	46%	27%	25%	16%	13%

(1) includes: Academic progress; faculty clashes; educational and vocational aspirations.

(2) includes: Boyfriend; home-family; roommate problems; self-image concerns; study difficulties ("goofing off")

E = Estimated: based upon linear extension of first semester distribution.

9. This ever-mounting concern with matters relating to academic achievement as well as educational and vocational aspirations clearly indicates the intensity of interest in career information and guidance assistance among each recent Harcum 'generation' of students. Although this particular report was not intended to document the need for a systematic career (occupational) information exchange program, the results indicated in Table 2, as well as previously reported research of student-expressed concerns, (IRR's 72-12; 70-25; 69-2) all support this concern consistently.

10. Harcum students who are enrolled in career-oriented curricula (which are virtually all programs offered), evidently are far more concerned with such practical considerations as job prospects and career opportunities than they are with matters of interpersonal relations and adjustments. Unfortunately it is not uncommon to find those who are often quite naive about the unromantized world-of-work. Few are knowledgeable and have realistic facts about entry jobs; job duties and responsibilities; career progression ladders; realistic understanding of necessary job qualifications (training/education and/or experience); reasonable job aspirations in terms of their own qualifications; condition of the labor market, etc.

11. Traditionally, in higher education, there have been several 'sources' for what has been realistically-speaking, a benign neglect in the important dimension of pragmatic knowledge about jobs and careers. These have been:

(1) a lack of experience among educators of what really goes on in the world-of-work:- other than employment in academe.

(2) the fact that colleges traditionally have not attempted to educate students about jobs, careers, and career progressions in specific fields.

(3) the lack of a body of specific information about jobs and knowledge of how employment relates to both educational and human development.

12. Fortunately, each of these three areas is subject to change! Faculty and staff members can, and do at Harcum, bring with them extensive experience in the non-academic world. This valuable source of information can be harnessed to provide very practical, down-to-earth vocational counseling assistance. Also, the role of cooperative employment for educational enrichment through vocational experience will continue as an integral and vital part of Harcum's enriched curricular offerings in several occupational areas.

13. With the two-year college being the last major opportunity for many students to implement vocational choices, broad-based information about jobs and careers should be, wherever possible, a matter of highest priority in program-activities determinations. Therefore, at Harcum, sustained, sympathetic attention in helping students resolve the concerns which trouble them is a matter of on-going top priority among both faculty and staff-administration personnel.

14. When you next recruit a Harcum freshman tell her what this report reveals:- that Harcum is, <u>in fact</u>, a student-oriented College!

Boris Blai, Jr. Ed.D.
Director, Institutional Research

February 1974

HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 74-7

(III)

Faculty Load Distribution - Spring 1974

1. Based upon the data presented in the Office of the Academic Dean's 3/13/74 report, above subject, the following reflects elements of faculty workload for the current semester. All numbers are rounded off to the nearest whole number, and this report covers 35 full-time and part-time faculty members in the Day Division.

2. Teaching loads for part-time faculty have been converted to full-time equivalents: i.e 15 credit hours = 1 full-time. All numbers appearing in parentheses in Table 1 reflect the results for a similar analysis - Spring 1973, and the full-time faculty equivalents are: Business = 5.0 (4.4); Education = 4.3 (5.3); English = 5.0 (5.2); Fine Arts = 1.4 (1.7); Science = 5.4 (4.5); Social Sciences = 3.4 (3.8).

Table 1:- Elements of Faculty Workload Distribution

FACULTY	A@	Ax	E¢	C	D
Business	90 (98)	-8	15 (15)	4 (3)	18 (27)
Education	83 (87)	-4	21 (14)	4 (2)	16 (17)
English	115 (108)	+7	15 (15)	4 (3)	23 (18)
Fine Arts	51 (52)	-1	17 (25)	5 (2)	10 (10)
Science	138 (112)	+26	19 (18)	3 (3)	23 (23)
Soc. Sciences	135 (120)	+15	15 (14)	3 (2)	27 (30)
AVERAGES =	102 (96)	+6	17 (17)	4 (3)	20 (21)

Legend

A = Average Student Load. @ = 'Typical' junior college instructor student load = 100+

Ax = Change

B = Average weekly contact hours

¢ = 'Typical' junior college instructor contact hours = 15

C = Average number of preparations

D = Average number of students per course (section)

3. As Table 1 reveals,

(1) College-wide average weekly contact hours, number of preparations, and average number of students per course (section) remained very stable for both of these Spring semesters. A slight average increase of 6 students is noted with a range of changes from 1 for Fine Arts to +26 for Science.

(2) The College-wide, student faculty, head-count ratio exceeds the excellent 15:1 ratio for Spring 1973: it is 14:1! Please continue to Boost Harcum - Be a Harcum Ambassador!

Boris Blai, Jr. Ed.D.
Director, Institutional Research

March 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Office of Research
IRR 74-8

(VII)

Admissions Recruitment "Competition" for September 1974 Freshmen

1. The Middle States Association of Colleges in Volume 3, Nos. 3 and 4 dated January and March 1974, of "The Survey of Space Availability for Freshmen and Transfers, Fall '74", contains timely information regarding extent of "competition" for freshmen women among colleges in the Middle Atlantic States: (Penna., New York, New Jersey, Maryland, Delaware, and District of Columbia). With approximately 85% of Harcum's student body being drawn from these states, the following comparisons are limited to them:

	1974	1973	1972	1971	1970
Colleges Reporting Vacancies =	289	351	232	252	313
5-year average =	287				
Range = 232 to 351					

2. As the above comparison reveals, the "competition" for September 1974 freshmen, as reflected in the number of colleges still reporting vacancies in this freshman class, continues at a very substantial level. It is therefore particularly significant to report that the volume of freshman applications received by 5 April 1974 was 60% greater than last year, this month!

3. Size and 'quality' of student-body are twin priorities of primary concern to both college management and faculty. Unless both of these student-body dimensions are maintained at effective levels, other college-related concerns become essentially inconsequential. An aware and enlightened self-interest dictates that we must all persistently boost Harcum - particularly the accomplishments during this past decade of Development (see faculty workshop September 1973 publication - "Look Back to See Ahead").

4. In 1971, the Penna. Dept. of Education projected freshman enrollment increases among Penna. non-state-aided colleges and universities. These are listed in Table 1 below, which also reflects actual Harcum enrollments. The latter reveals that between 1971 and 1973 Harcum was not entirely successful in recruiting its "fair share" of these projected increases. Augmented Admissions Office staffing in 1973 has been associated with an improved recruitment stance - applications through 5 April of 1974 being 60% greater than the number received by April 1973. This healthy increase must be sustained to help insure Harcum's future well-being!

Table 1:- Penna.-Projected and Harcum-Actual Enrollments

YEAR	Projected Increase	Harcum Enrollments Projected	Harcum Enrollments Actual	Net Difference
1971	1.2%	639	587	-8%
1972	2.2%	653	521	-20%
1973	.7%	658	505	-24%
1974	1.6%	669	(546)*	(-18%)*
1975	2.1%	683		
1976	1.6%			
1977	1.9%			
1978	.8%			
1979	.8%			

*Estimated in April 1974

5. As Table 1 clearly reveals, anticipated September 1974 enrollment sharply reverses the smaller enrollments which persisted from September 1970 through September 1973. Also, the erosion of resident student enrollment from 78% in 1962 to 52% in 1973 has apparently been halted, for freshmen resident applications as of 5 April 1974 represented 64.5% of the total!

Boris Blai, Jr. Ed.D.
Director, Institutional Research

April, 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Office of Research
IRR 74-9

A Half-Century of Alumnae Respond
(1923 to 1973)

(I)

What difference does an 'exposure' to the Harcum educational experience make in the life patterns of those who attend the College? Someone once pointed out that education is a transformational process, both as to the social benefits and private benefits conferred, and further noted that this difference may best be determined by longitudinal data concerning the jobs and activities of former students. In short, a college may best be evaluated as a social institution by considering the 'products' it graduates in terms of their acceptance and participation in community life. This report is, in part, an attempt to present such an evaluation.

During 1969 a comprehensive alumnae questionnaire was mailed to the 1350 alumnae 'on record' in the Alumnae Office of the College. Some 439 (33%) responded with useable, completed questionnaires. A summary of the highlights of this survey appear in this report as the data listed in parentheses. This furnishes a base-line against which it is possible to compare some of the responses to a second comprehensive alumnae questionnaire mailed to the 2600 alumnae 'on record' in the Alumnae Office as of January 1974 to which 366 (or approximately 14%) responded.

The first numerical fact which is evident is that substantially fewer of the alumnae contacted in 1974 (366 or 14%) responded to the questionnaire than did in 1969 (439 or 33%). Why? Perhaps some 'clues' to answer this question will be found in the 'tone' of the various remarks offered in response to the questions asked: N.B. The basic questions such as "Why", "Who" and "What" often set teeth to jangling and hearts to thumping faster than more sophisticated queries. One known reason for the fewer respondents is the very unfortunate fact that the Postal Service delivered some (number unknown - impossible to determine!) of the questionnaires after the requested response date. There is no doubt that this influenced some (how many??) not to bother to respond as the letter transmitting the questionnaire asked them to..... "return the completed questionnaire to my office by Wednesday 6 February 1974 so that your views will be reflected in the report."

A 'rough' estimate of interest in the College is revealed in the following tabulation of responses received - by year of Harcum graduation. It is heartening to report that 1 out of each 5 respondents was a graduate of Harcum before it became the first two-year College in Pennsylvania authorized by the State Dept. of Education to grant the associate degree - in arts, and in the sciences.

N = 366

Year of Graduation		Number		%
1916 to 1925	=	2		1%
1926 to 1935	=	2		1%
1936 to 1945	=	37		10%
1946 to 1952	=	36		10%
		77	=	21%
Reorganized and Reopened				
1955 to 1964	=	44		12%
1965 to 1973	=	208		65%
Non-grads	=	7		2%
		259	=	79%
		+ 77	=	21%
		366	=	100%

For those who simply wish to review the major findings of these parallell, 5-year-span surveys, a summary is presented, beginning on page 16 . The numbered questions which follow are quoted from the 1974 Alumnae Questionnaire - items appearing in parentheses refer to the responses in 1969.

1. Did you attend a public, private or parochial high school?
   Public = 79% (68%)
   Private = 13% (27%)
   Parochial = 8% (5%)

The shift in 1974 of almost 80% reporting public school attendance undoubtedly reflects the fact that nationally fewer students attending secondary schools are in other than public high schools. It is noted, however, that a higher percentage of those responding (30 in 1974) report parochial school attendance compared to 22 in the 1969 survey.

High school graduating class was
19% under 100
26% 100 to 200
55% over 200

Almost one-fifth of the respondents report small graduation classes of less than 100. Almost without exception, these were either private or parochial schools; the moderate and larger size classes being almost entirely public high schools.

2. What was your Harcum program of study?

From among the twenty-five curriculums listed in the questionnaire responses were received from graduates in 21 of these programs; the numbers responding being expressed as a percentage of the total number (N = 365) who answered the 1974 questionnaire.

1% - Animal Technology
7% - Art
1% - Business Education
3% - Drama
29% - Early Childhood Ed.
7% - Education Associate
5% - Executive Secretarial
1% - Fashion Design
4% - General Studies
-1% - Journalism/ P Relations
1% - Legal Secretarial
10% - Liberal Arts
2% - Med. Lab. Technician
5% - Medical Secretary
3% - Medical Technology
2% - Physical Education
15% - Retail Merchandising
1% - Social Service
1% - Voice and Ballet
Under 1% - Dental Tech. & Library Aide

Since virtually all programs offered are included among the respondents, the comments offered may be reasonably considered as a cross-section of views and values of Harcum graduates in the varied fields of study offered over the years. Not at all surprisingly, responses from the two curricula - Early Childhood Education and Retail Merchandising - which, over the years have attracted better than half of each yearly enrollment, contributed 44% of the total responses to the 1974 survey questionnaire.

3. What additional courses would you have preferred to study while attending Harcum?

Since these responses are from graduates spanning 50 years, quite a number were obviously from individuals who attended Harcum when specific programs of study or individual courses were not offered. They are listed primarily to reveal the varied interests evidenced by these Harcum alumnae, as well as possibly suggesting additional individual courses which might be offered as electives - curriculum requirements permitting. Numbers following listing reflect number of times item was mentioned.

Social Service - 7
Interior Design - 6
Business Mgt. courses - 6
Psychology - 6
Pre-Nursing - 4
More math - 4
Foreign languages - 4
Fashion Design - 3
French - 3
Accounting - 3
Journalism/Pub. Relations - 3
Political Science - 2
Early Childhood Ed. - 2
Shorthand - 2
Animal Tech. - 2
Typing - 2
Graphics & wood, glass sculp - 2
Cost accounting - 2
Welding for sculpture - 1
Legal secretarial - 1
Parent Counseling - 1
Special education - 1
Medical secretarial - 1
Advertising courses - 1
Speech - 1
History - 1
Sociology - 1
Philosophy - 1
Preschool music and art - 1
Bookkeeping - 1
Counseling courses - 1
Education methods course - 1
Child development course - 1
Consumer psychology - 1
Drama - 1
Women's history - 1
Spanish - 1
Chemistry - 1

4. Did you transfer to a 4-year college/university after leaving Harcum? 56% Yes (46%)

In the 1969 survey the alumnae listed 90 colleges/universities to which they transferred after leaving Harcum. In the 1974 survey, the alumnae listed the following 63 institutions.

Adelphi Univ.
Beaver College
Bloomfield C.
Bloomsburg State College
Boston C.
Boston University
Buffalo State Teachers C.
Cabrini
C. W. Post
College Misericordia
Colorado State U.
Drexel U.
Eastern College
East Stroudsberg C.
Elmira C.
Fairleigh Dickinson
Gwynedd Mercy College
Hunter C.
Immaculata C.
Illinois State U.
Indiana U. of Pennsylvania
Jefferson Med. C.
Lesley C.
Lycoming C.
Maryland Institute Coll. of Art
McGill Univ.
Millersville State C.
Mills C. of Ed.
Monmouth C.
Moravian C.
Nazareth Coll. of Rochester
N.Y.U.
N. Y. State Teachers C.
Northeastern U.
Ohio U.
Penn State U.
Phila. Coll. of Textiles and Science
Quinnipiac C.
Plattsburgh State Univ. C.
Ranapo C.
Rosemont C.
Rosary Hill C.
San Jose California State Coll.
Seton Hall Univ.
St. Joseph's C.
S.U.N.Y. - Buffalo
S.U.N.Y. - Brockport
Syracuse U.
Temple U.
U. of Bridgeport
U. of Georgia
U. of Miami
U. of Maryland
U. of Southern Miss.
U. of Pennsylvania
U. of Pittsburg
U. of Southern Florida
Vassar
Villanova
Virginia Commonweal th U.
West Chester State C.
Western New England C.
Wilkes College

5. Do you believe that Harcum prepared you for transfer to 4-year college/university?
Yes= 61% (33%) [higher than response to question 4 as some who responded "Yes" did not indicate they transferred on].

Why? 1) all my credits transferred
2) gave me confidence to handle work on college level
3) I did very nicely at Harcum and felt well prepared. I desired to continue my education.
4) I never had a finer education than the one I received at Harcum. In three years of college at Miami, I didn't learn 1/4 as much as the the one year I attended Harcum.

5) Most credits accepted
6) Established excellent study habits and developed my interest in the sciences.
7) I learned a lot
8) Because courses were comparable to the ones that friends at 4-year colleges were taking
9) My study attitude was firmed
10) Teachers were very interested in students
11) High level of teaching
12) Was able to maintain a good average upon transfer
13) Many of my classmates continued on to a 4-year college.
14) There were a variety of studies for anyone interested in transferring.
15) Because I made sure I took the proper courses
16) Good choice of elective subjects aided me
17) Excellent professors and environment
18) Actually, Harcum courses were much harder, very complete, realistic and in my program, very practical.
19) I left Harcum and went to Temple U as a high junior because I had so many credits
20) Because now I have so few credits to finish and the background from Harcum was fantastic
21) Because the Liberal Arts courses were applicable most anywhere
22) Small classes and personal attention made me a better and self-confident student and person.
23) Gave me insight of what was to be expected of me at a 4-year institution.

No = 13% (9%)
1) Not with a secretarial course
2) Not accredited
3) Course of study from Merchandising to Elementary Ed. was of such a change I received 16 out of 60 credits.
4) All the courses I took at Harcum were not in Liberal Arts
5) Not well known
6) Many courses were not transferable
7) It was too much of a boarding/finishing school
8) Not enough course selections
9) Courses not related to my transfer major
10) Harcum was like high school
11) Training was too specialized
12) Too many courses were not transferred

Translating the "Yes-No" responses of the 1969 and 1974 surveys into numbers of students yields the following totals:

	1969	1974
Yes =	145	205
No =	40	34

This clearly reveals that a substantially greater percentage replying in the affirmative in 1974 (61% vs. 33%) also represented a considerably larger number of students. Regarding negative responses, although a higher percentage in 1974 said "No" (13% 9%), this represented 6 less students than the number of negative respondents in 1969. Overall, this indicates a net "positive" response of 48% in 1974 (61% - 13% = 48%) as compared with a net "positive" response of 24% in 1969 (33% -9% = 24%) - a substantial improvement.

6. Were you granted a 4-year college/university degree? Yes = 37% (32%)

The increased rate reported in the 1974 survey presumably reflects the substantially higher percentage of Harcum graduates since 1969 who reported having been accepted for advanced standing transfer.

The range of 'majors' in which baccalaureate degrees were earned is reflected in the following sampling:

Art History	Health and Physical Education
Biology	Histology
Ceramics	Individual and Family Studies
Criminal Justice	Science Education
Dental Hygiene	Social Welfare
Early Childhood Education	Sociology
Elementary Education	Special Education
English and American Literature	Speech and Pathology

Since 1962, a systematic effort has been made to determine the percentages of each graduating class who were accepted for advanced standing transfer in 4-year colleges and universities. These are summarized in the following tabulation:

1962* = 8%	1968 = 24%
1963 = 30%	1969 = 44%
1964 = 17%	1970 = 53%
1965 = 26%	1971 = 49%
1966 = 42%	1972 = 53%
1967 = 24%	1973 = 62%

* Returns for each year must be considered incomplete since not all colleges contacted nor Harcum alumnae furnish information when requested.

Over the past five years the average percentage reported to the College (a minimal figure) has been 52%, which is substantially above the average reported for the previous 7 years of some 24%. Over the years, more and more Harcum graduates have successfully articulated into 4-year collegiate institutions.

8. Have you done any post-graduate work? Yes = 26% (4%)

Degrees earned: - M.A. - 16 reported
Ph.D. - 2 reported

10. Have you ever been employed? Yes = 94% (87%) No - 6% (13%)

Far fewer respondents in 1974 (20) reported never being employed, in contrast with 57 in the 1969 survey. This presumably reflects the national trend of increasingly greater percentages of the work force being women.

10b. Was your Harcum education helpful on your job?

Very Helpful = 59% (55%)
Moderately Helpful = 31% (30%)
Of little Help = 6% (2%)
Not at all Helpful = 4% (13%)

In 1974, far fewer indicated that their Harcum education was not helpful on their job (15 vs. 47). Almost without exception, those reporting their Harcum education being... "Of little Help" indicated they had accepted employment in a field other than their Harcum program of study.

10c. Please list the title of your last or current position held. (Representative listing follows)

Administrative Assist.
Art Supervisor
Assistant Buyer
Assistant Bookkeeper
Assistant Teacher
Clerk
Control Coordinator (data processing)
Cytotechnologist
Dental Hygiene
Director of Placement
Director-teacher (day school)
Guidance Counselor
Histological Technician
Instructional Assistant
Legal Secretary
Loan Examiner
Medical Assistant
Medical Secretary
Office Manager
Personnel Receptionist
Post Office Clerk
Production Analyst
Quality Analyst (aircraft)
Radiological Assistant
Registrat (school)
Rehabilitation Counselor
Research Associate
Sales Manager
Secretary
Service Representative (Blue Cross)
Social Director
Speech Therapist
Supervisor (telephone clerks)
Teachers Aide
Teacher

Salary Ranges	
Under $3,000	= 16% (21%)
$3,000 to $4,900	= 10% (33%)
$5,000 to $7,499	= 30% (31%)
$7,500 to $9,999	= 23% (5%)
$10,000 or more	= 16% (2%)
No answer	= 5% (8%)

The 'top', specific salary mentioned was $20,000. The weighted average salary rose from $4735 reported in 1969 to $6,670 in 1974, undoubtedly reflecting the impact of inflation among the other reasons responsible for this substantial increase.

11. Do you believe your Harcum courses and experiences helped prepare you for community life?

Yes	= 92%	(73%)
No	= 5%	(21%)
No answer	= 3%	(5%)
Don't know	= -	(1%)

Reasons offered included, among many similar ones:

(1) I learned more about people and life in general
(2) I have never had trouble getting a job in my field. All my closest friends I met through Harcum
(3) Not especially, because of the community I live in
(4) I learned how to get along better with people
(5) Maturing and getting along with people were achieved
(6) Finding out I was something of a leader
(7) Because I was well prepared to teach
(8) Introduced me to Phila. where I now live and work
(9) Helped my social maturity
(10) Broadened points of view and experience
(11) My experiences prepared me - assured me of my abilities
(12) Helped me understand human life and development
(13) Harcum was like a finishing school - too sheltered.
(14) Other than marriage and family, no elections available in self-awareness, communication skills, community living.
(15) It made me a more realistic and aware person
(16) Not afraid now to speak up
(17) Being a resident student helped me to cut the "apron strings"; grow up; do things on my own; assert my own personality and ideas!
(18) Good experience from small town to city
(19) I learned not only knowledge of a scholastic nature but also a social education.
(20) Learned to communicate better.
(21) They made me much more aware of situations I encounter in everyday life.
(22) A wider and added spectrum of life experiences. Added to my confidence in attempting new goals.
(23) Gave us appreciation of arts
(24) It gave me self-respect and a feeling of being my own person
(25) I was exposed to drama, music, and art - not only at school, but in Philadelphia
(26) General education and cultural advantages
(27) Learned to think and do for myself
(28) Too over-protective
(29) I understand children better and I feel I am a better prepared mother.
(30) Contributed to poise and confidence in self.

12. Do you feel that a Harcum career-orientation course would be useful in helping prepare graduates for the world of work and community life?

Yes = 96% No = 4%

Representative reasons offered included:

(1) This, I feel, depends on the individual.

(2) Because it would expose them to many kinds of useful information
(3) They should be shown how to apply for jobs - where to apply - job opportunities in each field, etc. There should be a full-time placement counselor.
(4) Any types of orientation programs are useful.
(5) Some aspects of the business world you are not aware of
(6) It would help students decide what major they would be most interested in.
(7) Many have "idealistic" conceptions of what they are going into.
(8) My job (for which I prepared at HJC) is not really what I expected from my studies.
(9) When most graduates get out of school-oriented way of life they usually don't know what to expect
(10) Only if it is relevant and is taught by someone in touch with the world as it is today.
(11) Gives direct instruction and preparation for a career.
(12) Many young people flounder in college regarding what they really want to do.
(13) For someone who has never worked it would be helpful to know what's really out there in the work world
(14) Will give more insight into what they may reasonably expect in the future.
(15) Many people find it difficult to adjust to the working world. This could help.
(16) Most young people are not able to select that course most suitable to their talents. The more they know re a given course, the better selection can be made.
(17) Most young people enter the working community handicapped by a lack of information. Career orientation should begin at the elementary school level in general terms.

13. Have you recommended Harcum to any high school students?
Yes = 81% No = 13% No reply = 6%
Representative comments included:
(1) I loved Harcum and got a lot out of my years there
(2) No - because I feel they should go to a 4-year college.
(3) I feel Harcum gives a student a chance to find herself.
(4) No - there are better colleges that offer 2-year courses.
(5) I enjoyed my educational experiences at Harcum
(6) It is a small school with good teacher-student relations
(7) No - I have no contact with high school students
(8) Because it is an excellent school!
(9) The instructors at Harcum are very good
(10) Good faculty and beautiful location.
(11) I felt it was very beneficial to me.
(12) The small classes and individual attention
(13) Because I feel the education received at Harcum is valuable.
(14) No - I question the usefulness of a junior college
(15) Because I enjoyed myself very much while I attended Harcum and learned many things to help my career
(16) I enjoyed my studies there and I believe it would be a tremendous experience for any student.
(17) Harcum, even though it is only 2 years, made me feel more confident about my future.

(18) No - I know too little about its present programs
(19) No - because most girls would find Harcum too strict as compared to other institutions
(20) Excellent if they only want 2 years.
(21) Because I received so much from Harcum and I wanted others to do so also.
(22) Because my guidance counselor back at high school asked me how I liked Harcum.
(23) No - its much too expensive
(24) Academically I felt I received a good education, but I didn't enjoy it socially because I would not recommend an all-girls school.
(25) I so enjoyed my courses, friendships and life at H.J.C.
(26) No - I didn't enjoy my year there - that's why I transferred
(27) Has some very outstanding courses
(28) Because of the rewards my education there has afforded me
(29) Because I was so happy there!
(30) No - just haven't had the opportunity - no contact with high school students
(31) The happiest two years of my life were spent there doing what I loved
(32) It is a fine school and prepares you to go on further if you wish to.

14a. Do you feel the Harcum Quarterly Bulletin keeps you informed about Harcum activities?
Yes = 92% No = 5% No reply = 3%

Representative comments included:
(1) Not received at times near activities announced
(2) It's great!
(3) Keeps me informed about what's going on
(4)Keeps contact with friends
(5) Too school oriented
(6) It tells of activities in advance
(7) I enjoy reading about people once associated with
(8) Always has interesting items about Harcum
(9) But would prefer less social and Who's Who and more program info - new courses available, services, etc.
(10) Yes - except it arrives late!
(11) Yes but would like to see more items about the growth of the College and the status of College
(12) I have no interest
(13) I enjoy reading about the progress of Harcum
(14) It is brief - but to the point

14b. How could it be improved?
(1) Stress meaningful and modern activities of students and alumnae. Include pictures of alums in class notes.
(2) Individual sheets could be sent out to alums as to what they're doing and these could be sent back and then included in alum news items.
(3) Keep addresses up-to-date!!
(4) More about individual alumna

(5) More data of some of our older alumnae and what they are doing in the world
(6) Would like to hear more about classmates
(7) Tell more about changes at Harcum
(8) It tends to have too much gossip
(9) I've written in many times and it never appeared in there! get the feeling they aren't interested.
(10) Tell more about what students are actually doing at Harcum
(11) Future plans for College
(12) Once every year send a questionnaire to update information and then tell about it
(13) The alumnae should be asked to participate more. I'd love to, just haven't been asked.
(14) Some 39 wrote in this space - "it's fine just the way it is!"

15a. Regarding Alumnae Reunions, what activities should be included?
Representative comments included:
(1) Luncheons, meetings, entertainment, evening activities, dorm 'open house', meetings with present students, faculty 'talks'.
(2) Campus tour of new activities buildings, etc.
(3) Tennis matches, dinner and social events
(4) Summer picnic for families, including sports
(5) Tell us how the College has been improved
(6) Have reunions in other states - like New York, New Jersey
(7) Dance and dinner
(8) More productive, shorter business meetings before lunch.
(9) Some type of baby-sitting service for out-of-towners
(10) Some free time to just "visit" with old friends
(11) Discussions about the College - now and the future
(12) Exhibits

15b. What would you be most interested in seeing or hearing about at reunions?
(1) Old friends and new developments at Harcum
(2) New activities and changes made in past years
(3) The latest happenings at Harcum
(4) Program changes and new buildings
(5) Old friends and faculty
(6) Informal gab-fests
(7) Fashion Show
(8) What's new at Harcum?
(9) Harcum progress in recent years.
(10) What projects are alumnae involved in?
(11) News of former teachers and students
(12) What people are doing now and how they got there.

15c. Have you attended a Harcum Reunion? Yes = 31% No = 61% No reply = 8%
Why?
(1) Wanted to see friends
(2) Just not interested
(3) I live too far away
(4) Due to work and school, can't make it

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(5) To keep my contacts with Harcum friends
(6) Far too busy on weekends
(7) Not too interested in reunions (competitive gossip sessions)
(8) To see what's going on at Harcum

15d. Do you believe husbands should be included in reunions?
Yes = 55% No = 25% No reply = 15% ? = 5%

15e. What activities should be provided if husbands are included?
(1) Luncheons, evening activities, etc.
(2) Activities that both may participate in together
(3) Summer picnic with sports - invite entire family
(4) Maybe co-ed sports events - tennis, volleyball
(5) Dance, tours, plays, cocktail party, dinner

16a. Are you?
Single = 43% Married = 56% Widowed = 1% Divorced = 1%

16b. Number of children:
Of those responding, following percentages indicated numbers noted.

1 child	= 46%	5 children reported by 2
2 children	= 32%	6 children reported by 1
3 children	= 14%	8 children reported by 1
4 children	= 6%	

16c. Husband's occupation:- titles reveal the diversity represented.

Airlines agent	Social worker	Program Mgr. -Industrial
Marine construction	Tax accountant	Purchasing Agt. -Industrial
Photograver	Tennis-professional	Accountant
Media planner-advertising	Food Mgr.	Personnel technician
College professor	Mfg. Representative	District Mgr. -industrial
Lawyer	Pediatrician	Chem. Eng. -Contracting
Retail store owner	Foreman	Investment Counselor
Electrician	Buyer	Skilled Laborer
Grocer	President-auto agency	Reading Consultant
Realtor	Material control mgr.	Research Associate
Marketing analyst	Teacher	Musician
Architect	Landscape Constr.	Systems Analyst
Heavy Equipment Operator	Mgt. Engineer	Fuel Oil Dealer
Engineer	President-Const. Foreman	Plumber
Army - career	Industrial Dev. Mgr.	Production Mgr.
Administrator-industrial	Stock Broker	School Dist. Administrator
Salesman	Retired!	Psychologist
Special Agent, F.B.I.	Statistician-Math.	Dentist
Mgt. Consultant	F.H.A. administrator	T.V. Writer
Physician	Pres. Insurance Agency	Operations analyst
Nuclear Engineer	Electrical Engineer	Farming
Police officer	Htg. & Air Cond. Estimator	Veterinarian

16d. Last year of schooling completed by husband?
Of those responding, following percentages were reported.

High school graduate	= 16%
College	= 53%
Masters degree	= 19%
Doctorate	= 11%
Other-trade school	= 1%

16e. Please indicate your family total income bracket.
Of the 62% who responded to this "sensitive" item, the following percentages were reported:

$5,000 to $9,999 = 11%	$15,000 to $19,999 = 24%	$25,000 and over = 30%
$10,000 to $14,999 = 19%	$20,000 to $24,999 = 16%	

17a. Your candid advice is urgently needed. Over the past 8 years less than 1% of Harcum graduates in the Alumnae Office records have helped the College financially. Speaking candidly, how can Harcum convince more alumnae that their financial help is vitally needed?

(1) Get them interested in alum. activities. Make them feel wanted and needed - not just for $.
(2) You have to realize that a lot of girls are paying their way thru school and can't afford to give now.
(3) Initiating Alumnae Groups in different areas of the country
(4) Tell them what the money is being used for
(5) You send us letters begging for money while we are still in school and broke so by the time we have some money we have learned to ignore your requests. If you would hold off a few years on requests for money, I think you would do better.
(6) Invite them down and show them what's doing
(7) The school should participate with the community. Students should have a voice in administrative affairs.
(8) Spend more money on improved education and less on asking for money
(9) By using methods other than direct mail. Concerning financial matters, it would be a good idea to state specifically where the finances are being allocated.
(10) You can't. Most of us are either still educating children or have decided the Harcum we went to is no more - or both.
(11) Advising periodically of improvements and campus news.
(12) It's impossible. Too many people are having a tough time making ends meet.
(13) Send out special requests for financial help along with the reasons for needing it.
(14) In the case of married alumnae, you must convince husbands.
(15) Most people know that schools need money. It's having the money to give that's the biggest problem.
(16) Have financial statements sent out.
(17) By candidly presenting the facts
(18) The current economic situation makes donating to anything very difficult.
(19) Not asking for large sums - small ones are helpful too.
(20) Most feel that the tuition is high enough - send out an honest breakdown of expenses to run the College and the amount of dollars relied upon from alumnae

(21) Not to plea so much: people send money when they are ready
(22) 1st - convince the government to lower prices!!
(23) By trying to reach them personally and making known that it does not have to be a large contribution.
(24) Harcum is too expensive to expect support from alumni.
(25) I resent the fact that I always receive fund-raising letters and nothing else.
(26) By updating facilities, more alumnae bulletins, show a need.
(27) Keep showing how Harcum is improving itself.
(28) How about a balance sheet, or show where the 1% was used and how much more could have been done.

18. Please list here those services and events the College might provide to its alumnae:
(1) Courses at night be offered for working alums similar to the late afternoon courses now being offered.
(2) Area HJC Alumnae Clubs
(3) Brush up courses - job possibilities in their fields
(4) Alumnae daughters should have first choice in attending Harcum, if they are qualified.
(5) The College should keep us up-to-date. We hear about things much too late after they occur.
(6) An alumnae job placement and credentials service - it's badly needed. (sixteen such requests)
(7) Tell us about other alumnae living in our area so we can keep in touch.
(8) We need more news letters
(9) Fund-raising events, dinners, dances, etc.
(10) Perhaps reunions for the different areas
(11) Guest speakers (possibly authors to give book reviews. Speakers from various professions)
(12) Advertise the fact that your courses are given at 1/2 price to all alumnae in all your correspondence.
(13) An up-to-date alumnae address directory - by class. Charge us for it - we'll pay a reasonable amount.
(14) How about sending the student newspaper to us so we can know what's going on now at College. We just don't hear anything.
(15) Some place on campus for alums to stay overnite - we can visit more easily.
(16) Some way we can use college facilities - like library, tennis courts, etc.
(17) Offer trips for alumnae and friends. Charter flights, etc.
(18) Meetings in which alums who had the same majors could get together and discuss how they got ahead. Giving pointers, etc.
(19) Send the Harcum Bulletin on a Regular basis!

19. Please list any community services and activities in which you take part.
Representative comments included the following:
(1) HJC Alumnae Association
(2) PTA's
(3) Hospital volunteers - various other community health services
(4) Church activities
(5) Community arts and crafts activities

(6) Civil Defense
(7) Local amateur theatrical groups
(8) Variety of professional and occupational associations
(9) Chamber of Commerce - local
(10) Local Y groups
(11) Varial local charities organizations
(12) Local political associations
(13) Community sports and recreation programs volunteers
(14) Welcome Wagon

20. Other comments regarding College; Alumnae Activities; Anything?

(1) Harcum did one thing for me which was very important. It gave me confidence in myself and my abilities.
(2) Enjoyed Harcum - Learned a lot and came back to visit twice already.
(3) Harcum was the greatest experience I ever had, both academically and socially!
(4) I enjoy reading the Harcum Bulletin and am looking forward to our 1st reunion.
(5) I wish that Harcum was four years!
(6) I feel that it is difficult for a 2-year college to get the same support as a 4-year college. It is unfortunate, but seems to be a fact.
(7) Get some men into the day programs, especially in E.C.E.
(8) If I could do it all over again I'd still choose Harcum!
(9) I enjoyed my 2 years at Harcum. Its too bad that more girls don't seem to care and try to help and participate.
(10) I received an excellent education. Your professors and instructors are the best I have ever had and probably will ever have. So maybe the education I received at Harcum does outweigh the childish social rules we lived under at Harcum.
(11) I am no longer in contact with my family and at present I invest all my earnings in my business and at this time am not ready to be a donor to the College. Some day you will receive sizeable donations from me because I think you are an up and coming good college.
(12) I am enjoying tremendously my return to Harcum via your Evening Division. My course is extremely rewarding and I extend my thanks to our President for the rate cut!
(13) I really enjoyed attending Harcum. I only wish we lived in the area so as to be able to come back once in awhile.
(14) I was very impressed with the change in curriculums and modern buildings over the last decade. My niece will be attending Harcum in 1975.
(15) Keep after the alumnae - meetings, study groups, etc.
(16) I made some lifelong friends at Harcum and that made it all worthwhile.
(17) I hope the future alumnae enjoy Harcum as much as I did.
(18) I really liked Harcum and keep in touch with some of the friends I made.
(19) I did very well at Harcum and it helped build my confidence.
(20) I miss you!!
(21) I am grateful for having the opportunity to attend Harcum. I have fond memories and wonderful friendships due to Harcum's 2 years. It was socially and scholastically worthwhile, but it is a part of my past. I have gone on to another portion of my life and Harcum was one of the many stepping stones toward a more fullfilling life.

(22) It was a good experience and probably very typical and I enjoyed it.
(23) I miss Pennswood!
(24) A great deal of emphasis should be placed on a girl's program of study when applying to the college.
(25) I am so pleased that Harcum continues to grow and only wish I were close so I could be active in the Alumnae Association
(26) I think you're doing a swell job.
(27) I often feel that HJC location offered me so much in culture, etc. I am eternally grateful that I attended.
(28) Loved it when I was there. Hoping to interest our 13 yr. old daughter.

Summary

To highlight the major 'findings' in this survey:

1 - Almost 80% of 366 respondents report public high school attendance
2 - Some 65% of the respondents graduated Harcum in the past 8 years, and 21% were graduates of the Harcum School, from 1916 to 1952.
3 - Over half of the respondents (56%) reported transfer, after Harcum graduation, to 4-year colleges/universities.
4 - Over hald (61%) believed Harcum prepared them for transfer.
5 - Better than one-third (37%) indicated they had earned a baccalaureate degree
6 - Some 26% report some post-graduate work
7 - A substantial 94% report having been employed at some time
8 - Some 90% considered their Harcum education either "moderately" or "Very" helpful in their jobs.
9 - Almost 40% report salaries of $7,500 or higher annually
10 - Only 5% indicated they did not believe their Harcum courses and experiences helped prepare them for community life.
11 - Some 96% believe a Harcum career-orientation course would be useful to graduates
12 - Better than three-quarters (81%) indicated they had recommended Harcum to a high school student.
13 - Some 92% believe the Quarterly Bulletin keeps them informed about the College.
14 - Only 31% indicated that had attended a Harcum Homecoming and 55% believe husbands should be included in such reunions.
15 - Among the respondents, 43% were single and 56% married.
16 - Among the married, 46% report 1 child, 32% 2 children, 14% 3 children and 6% 4 children.
17 - Husbands of graduates are reported as 53% college attended; 16% high school graduates; 19% masters and 11% doctorate.
18 - Some 30% report incomes of $25,000 or more
19 - The most frequently mentioned alumnae service was a job placement & credentials svc.
20 - A wide and diversified range of community services and activities in which graduates participate were reported.
21 - Almost 10% of the respondents offered warm and complimentary comments about the College in response to a final, open-ended question - a most gratifying note upon which to conclude this Half-Century Alumnae Response Report.

Boris Blai, Jr. Ed.D.
Director, Institutional Research

May 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Office of Research
IRR 74-10

(VI)

STUDENTS' YEAR-END HARCUM 'RATINGS'

1. As academic year 1973-74 drew to a close, Harcum students were invited to respond anonymously in May 1974 to the following brief questionnaire, thanks to the ever-cooperative assistance of members of the English-discipline faculty. The results for the 133, or 27% of the student-body, are reported by programs of study to facilitate pin-point analyses of their responses.

I rate my Harcum program:

	Excellent	V. Good	Good	Fair	Poor
Animal Technology (32)	2	7	11	11	1
Art (1)		1			
Bus. Education (1)				1	
Early Childhood Ed. (26)	3	15	6	2	
Education (3)		3			
Exec. Secretarial (1)					
Fashion Design (4)		1	1	1	1
General Studies (3)			1	2	
Legal Secretarial (2)			1	1	
Liberal Arts (9)		3	4	2	
Med. Secretarial (8)			3	5	
Med. Technology (10)		4	5		1
Physical Education (1)					1
Retail Merchandising (13)		4	4	5	
Social Service (19)	2	7	8	2	
TOTALS = 133	7	45	44	33	4
% of total responses =	5%	34%	33%	25%	3%

Would you recommend Harcum to someone who is considering enrolling in the same program you are in?

	Yes	No
Animal Technology	22	10
Art	-	1
Bus. Education	1	1
Early Childhood Ed.	25	1
Education	3	-
Exec. Secretarial	-	1
Fashion Design	-	4
General Studies	1	2
Legal Secretarial	1	1
Liberal Arts	7	2

Med. Secretarial	6	2
Med. Technology	7	3
Physical Education	-	1
Retail Merchandising	9	4
Social Service	17	2
TOTALS =	99	34
% =	74%	26%

Please check each you consider to be either Superior or Good (NOT Adequate, fair or poor)

	A	B	C	D	E	F	G
Animal Tech	19-S 1-Q 1-R	18-S 1-R	15-S 1-Q 1-R 1-P	7-S 2-R	7-S 1-R	10-S 1-R 2-P	10-S 1-R 1-P
Art	1-P	1-Q	1-P	1-P	1-P	1-P	1-P
Bus. Ed.	1-S	1-S	1-R	1-R	1-R	1-R	1-R
Early Childhood Ed.	25-S	21-S 1-R	14-S 1-R 1-P	10-S	10-S	5-S 1-P	6-S 2-R 1-P
Education	2-S	2-S	1-S	2-S	1-S	1-S	--
Exc. Secretarial	1-S	1-P	1-S	1-S	1-S	--	1-S
Fashion Design	2-S 1-R	2-S 1-R	2-S 1-R	2-S 1-R	2-S 1-R	2-S 1-P	2-S 1-P
Gen. Studies	1-S 1-R	2-S 1-R	1-S	1-R	1-P	1-P	1-S
Leg. Secretarial	1-S 1-R	1-S 1-R	1-S 1-P	1-S 1-R	1-S 1-R	1-S 1-R	1-S 1-R
Liberal Arts	9-S	7-S	6-S	4-S 1-R	4-S 1-Q 1-R 1-P	1-Q 2-P	1-S ,1-Q 1-R
Med. Secretarial	6-S	6-S	6-S	4-S	6-S	6-S	4-S
Med. Tech.	9-S	6-S	9-S	1-S	4-S	3-S	3-S
Physical Ed.	1-R	1-Q	1-Q	1-S	1-S	1-P	1-P
Retail Merch.	9-S	8-S 1-R	1-S 1-P	1-P	1-S 1-P	1-S	1-S 1-P
Soc. Service	16-S 1-R	17-S	5-S 2-R 2-P	8-S 1-R	8-S 1-R 1-P	5-S 1-R	5-S 2-R

Legend

A = Your courses, generally
B = Instruction, generally
C = The Library
D = Personal counseling
E = Academic advisement
F = Advisement re: transfer or employment
G = Student activities
S = Superior or Good
Q = Adequate
R = Fair
P = Poor

Of the total responses offered, they distribute themselves as follows; expressed as percentages of the total responses offered.

	Superior or Good
Your courses, generally	51%
Instruction, generally	19%
The Library	13%
Personal counseling	8%
Academic advisement	9%
Advisement re: transfer & employment	1%
Student Activities	7%

Since the instructions did not require the respondents to specify either Adequate Fair, or Poor, these are not computed above as percentages, for this would be entirely misleading. However, where the words Adequate, Fair, or Poor were written in, these individual responses are noted in tally-distribution which appears above the percentage distribution.

Among the respondents by Junior/Senior classes, they collectively rate their programs of study and other dimensions as follows; expressed as percentages of the totals responding by classes:

Programs of Study

	Excellent	V. Good	Good	Fair	Poor
Juniors =	7%	32%	32%	25%	4%
Seniors =	5%	37%	37%	21%	--
TOTALS =	7%	33%	33%	26%	1%

Recommend Harcum to others

Juniors =	Yes - 75%	No - 25%
Seniors =	Yes - 76%	No - 24%

Consider either Superior or Good

	Jrs.	Srs.
1. Your courses, generally =	74%	76%
2. Instruction, generally =	64%	90%
3. The library =	51%	10%
4. Personal counseling =	31%	38%
5. Academic advisement =	29%	38%
6. Advisement re: transfer & employment	29%	19%
7. Student activities =	28%	14%

In summary, the overall pattern revealed is:

(1) That 40% of the respondents rate their programs of study either Excellent or very good with another 33% rating it Good. Therefore, just about three-

quarters opt for general satisfaction or better.

(2) Again, three-quarters of both the junior and senior class respondents would recommend Harcum to other students, with three-quarters or better considering the following important dimensions to be either Superior or good:

a - your courses, generally
b - Instruction, generally

Boris Blai, Jr. Ed.D.
Director of Research

May 1974

RESEARCH MEMORANDUM

Subject: IRR 74-10 - Students' Year-End Harcum 'Ratings';
Corrections to!

1. A gremlin was in my desk calculator (I assume!) on Tuesday when I 'computed' the percentages appearing in the top listing on page 3. (Actually, I later discovered it was a faulty key on the machine!)

2. The correct percentages are:

Your courses, generally	= 17%
Instruction, generally	= 17%
The Library	= 10%
Personal counseling	= 7%
Academic advisement	= 8%
Advisement re: transfer & employment	= 6%
Student activities	= 6%

3. My thanks to Joe Myers who called this to my attention.

Boris Blai, Jr. Ed.D.
Director of Research

15 May 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Office of Research
IRR 74-11

(II)

Health Center Patient Census:- 1973-74

1. Five years ago (IRR 69-1) the Office of Research, reporting results of a survey among 270 'small' (less than 1000 student-body) colleges, noted - "Harcum is one of the selective minority which offers.....general health counseling, a consultant psychiatrist, dentist, and daily health clinics, and is also among the preponderant majority offering an Accident & Sickness Medical Plan. ...Harcum health services are unquestionably among the more comprehensive ones offered by small junior colleges throughout the country."

2. Over the past four academic years, the Health Center has treated, on a monthly average, only 4.1% of the student population (1970-71 = 4.1%; 1971-72 = 3.8%; 1972-73 = 4.2%; 1973-74 = 4.4%). This very stable and 'low' rate of Health Center visits, coupled with an equally 'low' student dropout rate averaging only 5.3% annually over the past 11 years (and only 4.0% this past year!) both reflect the fact that the College has been extremely fortunate in avoiding any extended periods of group ailments during the past four years.

3. In addition, this consistently low rate further reflects the beneficial results of an on-going preventive health and general counseling service offered by the Health Center, other staff personnel and the faculty. Helping students to resolve individual health, social-personal, and academic problems during their Harcum years promotes their growth in personal competancy to cope effectively with the everyday problems of living which they face upon graduation - a valuable dimension of their 'education' for life, which Harcum considers vitally important.

Boris Blai, Jr. Ed.D.
Director of Research

June 1974

N.B.

A warm accolade to Mrs. Mary Jane Lea who leaves the College this month. As secretary and editorial helper, she has graciously and competantly added a dimension to these research reports which reflect both her valuable skills and patience. She will be missed!

HARCUM JUNIOR COLLEGE
BRYN MAWR. PENNA. 19010

Office of Research (I)
IRR 74-12

As Alumnae Parents View Us

The parents of Harcum graduates are a very vital Harcum constituency. How do they view a Harcum education? Do they consider it a "worthwhile" experience for their daughters? What are their impressions of the College? Would they recommend Harcum to other young women?

******

In the summer of 1974, the parents of Harcum's 1974 graduates were invited, anonymously, to give the college the benefit of their candid views and impressions of Harcum. A summary of the 98 respondents' comments follow (a 54% response!).

1. 'We believe daughter's education at Harcum was:

Extremely helpful - 65% Helpful - 15% Of little help - 1%
Moderately helpful - 19% Of no help - 0%

2. Our impressions of the following are:

	Excellent	Good	Fair	Poor
Teaching staff	35%	55%	10%	---
Counseling staff	31%	31%	27%	11%
Academic standards	29%	55%	15%	1%
Variety of courses	36%	45%	13%	6%
Administration	35%	47%	16%	2%

The overall pattern revealed is that about one-third of the respondents in each instance offered an "Excellent" evaluation and approximately half gave "Good" rating. With the exception of counseling, less than one-quarter evaluated these dimensions as "Fair" or "Poor". On the average, a very substantial majority of these parents (80%) gave overall "Good" & "Excellent" rating to the College, an encouraging vote of confidence.

3. Would you recommend Harcum to other young women seeking a Junior College? Yes = 90% No = 10%.

Representative comments offered were:

(Negative)

1. Too costly!
2. There's no campus life. The dormitory rules are ridiculous. These girls need not be so restricted.
3. We feel that Harcum was a good school academically, but the social opportunities are very limited. We feel there should be more social life for resident students. They shouldn't have to go out and look for it.

4. We were most interested in academic counseling and felt it was the major part of our daughter's education that was overlooked. The individual attention we expected was also not forthcoming and a disappointment.

5. Courses were irrelevant to her major which was retailing.

These were the only negative comments offered!

(Positive)

1. Our daughter was completely satisfied with her courses and instructors; as were her parents.
2. I really feel your school helped our daughter find herself. She did very well, and her final report was beautiful. Thank you!
3. Great opportunity for a young woman to develop herself and her interests. Most teachers extremely helpful.
4. Our daughter, in addition to receiving a good education, was very happy at Harcum. She has also obtained a very satisfactory position in her field of merchandising.
5. A small, well-run school in a nice area.
6. Because of the closeness and understanding it has for the young ladies, which helps them to prepare for their future.
7. Harcum is a catalyst between a high school and a university.
8. We think Harcum was an excellent choice!
9. Our daughter's two years at Harcum have given her an excellent foundation to continue on in her chosen field - teaching. I'm sure this decision was influenced by her teaching staff the past two years.
10. Because the faculty takes a personal interest in their students; because it is a small school where one is known by one's name and not as a number, because most of the courses are extremely relevant to one's major.
11. We have recommended it in the guidance office of our high school, especially the ECE program. We feel that Harcum offers a good program in several fields for girls of average ability who need confidence and background in order to proceed into meaningful adult life or a 4-year college program - - a tremendous service fulfilling a very large need. It was a perfect choice for our daughter and we are greatly pleased that she intends to continue on for 2 more years.
12. Excellent plant, high academic standards, good staff.
13. Quality of academic standards; high quality of discipline and moral standards demanded and maintained; overall friendly and wholesome atmosphere.
14. Harcum was truly "A home away from home".
15. I believe Harcum has a very "caring" faculty.
16. I felt it is the best junior college for girls. There is so much understanding and individual consideration and teaching help that any girl would feel at home. I will certainly recommend Harcum to other girls every change I get; that's how highly I favor Harcum. Just great!
17. It offers quality education and helps young women find a place in the modern world. I feel Harcum gave K_____ confidence in her ability to learn, and the incentive to go on and earn her Bachelor's degree. She has now successfully finished her first semester at West Chester.

As this survey clearly reveals, there is a very prevalent (almost unanimous) "positive" Harcum attitude among parents of the most recent graduating class.

Boris Blai, Jr. Ed. D.
Director, Institutional Research

June 1974

HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research (III)
IRR 74-13

Faculty/Student Participation: College Policy Deliberations 1973-74

1. This annual report reflects the participation of both faculty and students during academic 1973-74 on college policy deliberations, as reflected in their membership and attendance at meetings of college standing committees.

2. Student participation is summarized in the following tabulation which reveals that with the exception of the Student Affairs Committee, Harcum students did not participate in policy deliberations during this academic year.

Committee	Attendance Record
Institutional Advancement	0%
Library	0%
Program	0%
Purposes and Standards	0%
Student Affairs	88%

3. The participation of Harcum faculty in development of college policies and procedures is reflected in the following tabulation which summarizes their attendance at meetings of college standing committees and the College Council during the past four academic years. Attendance at Faculty Assembly meetings is not included as these meeting times often conflict with lab. sessions, field trips, athletic contests, etc., which simply makes attendance figures meaningless.

ATTENDANCE RECORD

Committee	'70-71	'71-'72	'72-'73	'73-'74
College Council	96%	91%	93%	90%
Faculty Affairs	74%	81%	75%	96%
Institutional Advancement	75%	83%	---	100%
Library	100%	100%	---	---
Program	93%	87%	97%	disbanded
Purposes and Standards	81%	76%	78%	88%
Student Affairs	91%	84%	78%	78%

Note:-All attendance percentages reflect the proportion of the number attending each meeting in relation to the product of the total members authorized and total meetings held.

As the above tabulation clearly reveals, in the main, the faculty have rather consistently participated in college policy deliberations. To the extent that they were willing to actively engage in the free exchange of ideas, views, opinions, and judgments at these meetings; they did join with the College governing Board of Trustees and the administration in the development and implementation of the guiding principles and practices related to College operations.

4. Faculty Assembly approval actions included:

February 6, 1974

(1) Dorm visitation hours extended to:
12 to 12 midnight Mondays through Thursdays
12 to 1:45 A. M. - Fridays and Saturdays
12 to 12 midnight - Sundays

April 3, 1974

(2) "F" grade eliminated on transcripts. For a student to be considered for academic honors, all curriculum specified courses must be completed and a student must complete a minimum of 15 credit hours per semester.

5. College Council approval actions included:

February 13, 1974

(1) Revised dorm visitation hours

May 8, 1974

(2) Four new programs were approved for September 1974 introduction: Hotel/Motel/Restaurant Management; Real Estate Management; Business Management (Tourism/Travel); Animal Center Management.

6. During academic 1973-74 divisional meetings and the periodic meetings of the Academic Dean with divisional chairmen continued to focus primary attention upon evaluation of individual courses; appropriateness of courses to the effective preparation of students; varied "quality" and "quantity" aspects of Harcum programs, both existing and prospective. The substantive educational calibre of these meetings becomes clearly evident in even a cursory review of the meeting minutes. This clearly bespeaks the high level of professionalism evident within the Harcum faculty.

Boris Blai, Jr., Ed. D.
Director, Institutional Research

July 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR. PENNA. 19010

Office of Research
IRR 74-14

Semi-Annual Research Reports Index
(January-June 1974)

1. This index lists, chronologically, the institutional research reports (IRR's) and research memoranda (RM's) prepared by the Office of Research during the first half of calendar 1974.

2. Since 1963 the College has conducted an on-going program of self-evaluation to help answer the two very important questions — "What have we accomplished?" and "Where are we heading?" Through such self-evaluation, which has drawn upon institutional research to develop definitive data, the College has sought to gauge its educational 'worth' as a viable learning center for young women. Relevant research, relevant education: — partners in student development.

IRR	74-1	Index to 1973 Institutional Research Reports
RM	Jan.	Enrollment data
	Jan.	Harcum - An MDTA Center?
IRR	74-2	Viewpoints - To Each His Own!
	74-3	Student "Thinking" and Good Teaching
RM	Feb.	What Makes Harcum Function Effectively?
IRR	74-4	Counselor Impressions of Harcum
	74-5	This Year's College Freshmen: Their Characteristics
	74-6	Counseling Interviews on Campus
RM	March	Animal Technician Survey
IRR	74-7	Faculty Load Distribution - Spring 1974
RM	March	Approved Independent Study Research Inquiry
	April	Freshman Class - September 1974
IRR	74-8	Admissions Recruitment 'Competition' for September '74 Freshmen
RM	April	Enrollment Statistics - Harcum & Other Penna. Colleges
IRR	74-9	A Half-Century of Alumnae Respond: 1923-1973
	74-10	Students Year-End Harcum Ratings
RM	May	"Favorable" Enrollment Indicators

Published Articles

1. "Total" Learning/Development at Harcum Junior College
PSYCHOLOGY Vol. 11, No. 1, February 1974

2. Description of an Experiment in the Conception of Learning Development
Scientia Paedagogica Experimentalis (Belgium) Vol. XI, No. 1, Spring 1974

(in press)

1. Student Thinking and Good Teaching
   Scientia Paedagogica Experimentalis (Belgium) Vol. XI. No. 2-Autumn 1974

2. Job Satisfaction and Work Values for Women
   Journal of National Assoc. of Women Deans and Counselors

3. What Makes a Good Junior College Teacher? Community College Journal

4. Effective College Teaching Facilitates Student Thinking.
   College Student Journal

5. Institutional Research and Planning. Community & Jr. College Journal

Note: -
Limited copies of cited reports, memoranda, and published articles are available at a modest cost to cover postage, handling and duplicating costs.

Boris Blai, Jr. Ed. D.
Director, Institutional Research

July 1974

Office of Research
IRR 74-15

(I)

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Harcum Graduates Transfer!

1. As Professor David Reisman of Harvard observed several years ago; ..."a college must be tested by its products; the most obvious product being the alumni". Over the years, Harcum has matured in academic stature, and increasing numbers of its graduates who completed transfer-oriented curriculums have been successful in gaining acceptance into 4-year colleges and universities. This fact is clearly revealed in the following summary: (All numbers are rounded off to the nearest whole number)

Harcum Transfers: - 1970 through 1974

		1970	1971	1972	1973	1974	5 yr. average
Accepted for transfer *	=	53%	49%	53%	62%	61%	56%
Colleges Accepting:	In-state =	13	12	22	17	18	16
	Foreign =	1	1	-	-	-	-
	Out-state =	51	22	36	18	26	31
	Totals =	65	35	58	35	44	47

* = Percentage of graduating class

2. It is especially important to note that the facts reported in paragraphs 1 above, and 4 below, represent imcomplete 'returns'. It is literally impossible to obtain complete, accurate information, as some colleges simply do not furnish transfer-acceptance information when requested.

3. Therefore, conservatively stated — Harcum credits are transfer-acceptable at well over 400 colleges/universities when acceptable grade levels have been earned, and appropriate vacancies exist at time of transfer-application. This conservative estimate is predicated upon the replies to a mail questionnaire survey (see IRR 71-8, "Transfer Counseling Reference Manual") in which these 4 year institutions advised Harcum of the then-acceptable min imum grade-point averages, as well as other transfer-admissions criteria.

4. The following alphabetical listing contains the 4-year colleges/universities which have acknowledged transfer-acceptance of Harcum graduates during the past five years. Unfortunately, there are others — but Harcum cannot compel them to respond when queried!

PENNSYLVANIA (N-36)

Albright College
Beaver College
Bloomsburg State College

Pennsylvania (continued)
Cabrini College
California State College (Pa.)
Chestnut Hill College
Drexel University
East Stroudsburg State College
Eastern College
Gwynedd Mercy College
Hahnemann Hospital
(College of Allied Health Professions)
Immaculata College
Indiana University of Pa.
Jefferson Medical College
Juniata College
Kutztown State
LaSalle College
Lehigh College
Lock Haven State
Millersville State
Moore College of Art
Penn State University
Phila. College of Textiles & Science
Pittsburg Art Institute
Rosemont College
St. Joseph's College
Shippensburg State College
Temple University
Thomas Jefferson University
University of Pennsylvania
Upsala
Villanova University
Widener College
West Chester College
Wilkes College

FOREIGN (N=2)

University of Argentina
University of Haifa (Israel)

OTHER STATES (N=156)

Adelphia University
American University
Baldwin-Wallace College
Bethany College
Bloomfield College
Boston University
Bowling Green State
Bradley University
Briarcliff College
Champlain College
College Misericordia
College of White Plains

Other States (continued)

Colorado State College
C. W. Post
Curry College
Defrance College
Dickinson College
Douglass College
Duke University
East Stroudsburg St. College
Eastern Conn. St. College
Eastern Michigan Univ.
Elizabethtown College
Emerson College
Fairleigh Dickinson
Florida Mem. College
Florida State Univ.
Franklin College
Geneva College
Georgian Court College
Georgia State Univ.
Geo. Washington Univ.
Glassboro State Coll.
Gordon College
Green Mountain College
Hartford Univ.
Hillsdale College
Holy Family College
Hofstra
Hood College
Hunter College
Indiana Univ. of Pa.
Ithaca College
Jersey City St. Coll.
Johnson St. College
Keene State College
Kenka College
Kent State Univ.
Lake Erie College
Lesley College
Long Island Univ.
Lowell St. College
Lynchburg College
Madison College
Marygrove College
Marylhurst College
Maryland Institute of Art
Marymount-Manhattan College
Mary Washington College
Marywood College
Mass. Gen. Hosp. Nursing School
Mercyhurst College
Miami Christian Univ.
Midwestern Univ.
Millsaps College
Mills Coll. of Ed.
Molloy Catholic Coll. -women
Monmouth College
Montclair St. College
National Coll. of Ed.
Nazareth Coll. of Rochester
Newark St. College
New Hampshire College
New Mexico Highlands Univ.
N. Y. Inst. of Technology
New York University
Northeastern Univ.
Oglethorpe Univ.
Ohio State Univ.
Ohio University
Oswego University
Pace College
Patterson St. College
Plymouth St. College
Pfeifer College
Portland St. University
Queens College
Quinnepac College
Radford College
Ramapo College
Rider College
Rochester Inst. of Tech.
Rosary Hill College
Rosemary Hill College
St. Frances College
St. John's University
St. Leo's College
St. Mary's College
St. Norbert's College
San Diego St. Univ.
Simmons College
So. Connecticut College
Southampton College
State Univ. Coll. of N. Y. at Buffalo
State Univ. College at Cortland
State Univ. Fredonia, N. Y.
State Univ. College of N. Y at Potsdam
Stephens College
Stockton State
Stout St. Univ.
Suffolk Univ.
Syracuse Univ.
Towson St. College
Texas Wesleyan Coll.
Trenton St. College
Trinity College
U. S. International Univ.
Univ. of Alabama
Univ. of Akron
Univ. of Arizona
U. of Bridgeport
U. of Cincinnati
U. of Colorado
Univ. of Dayton
Univ. of Delaware
Univ. of Georgia
Univ. of Maine
Univ. of Maryland
Univ. of Miami
Univ. of Mass.
Univ. of Michigan
U. of Minnesota
U. of New Hampshire
U. of New Mexico
U. of N. Carolina
U. of No. Florida
Univ. of Pacific
U. of Rhode Island
U. of Rochester
U. of So. Florida
U. of So. Mississippi
Univ. of Tampa
U. of Tennessee
Univ. of Texas
Univ. of Vermont
U. of Wisconsin
Va. Commonwealth U.
Va. Polytech & State U.
Virginia Wesleyan
Western St. College

5. In 1962, Harcum was informed that 7 of its graduates that year had been accepted for advanced standing transfer. By 1969, the total reported for that year had risen to 114 — a sixteenfold increase. Since 1970, substantial percentages of each graduating class have reported advanced standing transfer-acceptance, with a five-year average of 56%.

6. Yes — Harcum graduates do transfer; and substantial numbers have reported earning their baccalaureate degrees. Among a sample of 439 Harcum graduates who responded in 1969 to an alumnae questionnaire, some 32% reported earning this degree. In a survey among alumnae in 1974, some 37% of the 366 respondents indicated successful completion of baccalaureate studies. In addition, some 26% of the 1974 respondents indicated they had done some graduate work; four reporting earned doctorates and twenty-one earned masters.

Boris Blai, Jr. Ed. D.
Director, Institutional Research

August, 1974

HARCUM '74 GRADS REPORT IN

Office of Research

IRR 74-16

Institutional Research
Sponsored by
Harcum Junior College
Bryn Mawr, Penna. 19010

Office of Research
IRR 74-16

(I)

HARCUM JUNIOR COLLEGE
BRYN MAWR. PENNA. 19010

Harcum '74 Grads Report In

1. What has 'happened' to the 1974 graduates? Are they now working, attending another college, married, traveling, or engaged in some other activity? A questionnaire survey among the '74 grads revealed the following information for the 57% of the class (126 respondents). Please note that temporary summer employment has NOT been included, and some grand totals exceed 100% as several indicated multiple responses; e.g. holding a job while attending college, married and working, etc.

Animal Technician (N=21)

Some 19% reported acceptance for transfer; 19% indicated employment status; 45% seeking employment; 19% seeking college transfer: and monthly starting salaries ranging from $300 to $750. Titles of positions accepted included: Animal Attendant; Groom; Laboratory Animal Technician.

One graduate offered the following comment: "Harcum proved to be a rewarding experience in many aspects....I believe that in time the course will prove to be one of utmost success, and hope that the faculty and student body continue their progress in bettering this program. Good luck in future years."

Art (N=2)

Both respondents (100%) reported acceptance for transfer.

Business Education (N=2)

Both respondents (100%) reported acceptance for transfer.

Early Childhood Education (N=39)

Some 51% reported acceptance for transfer; 29% indicated immediate employment; 15% advised they were seeking employment; 3% seeking college transfer; and monthly salaries ranging from $300 to $500. Titles of positions accepted included: Nursery School Teacher, Secretary, Clerk, enlisted in armed services.

Comments offered included: (1) I think the E.C.E. program was very good; (2) Student teaching at Harcum was a gratifying experience; (3) Harcum is a very good college, because it allows a person to receive a degree while deciding whether they should continue their education, or find employment. As I look back, Harcum was definitely not a waste of time; for now I am continuing at xxxxx and my credits from Harcum weren't wasted: they were put to use by xxxxx!

Education (N=2)

Both respondents (100%) reported acceptance for transfer.

Education Associate (N=4)

Some 50% report transfer acceptance; 50% report seeking employment. One respondent commented as follows: "I was not accepted by the college of my choice, but with Harcum's education I will still be able to work in my field and perhaps try a different school next year."

Fashion Design (N=2)

Both respondents (100%) reported transfer acceptance.

General Studies (N=5)

Some 20% report transfer acceptance; 60% report employment; 20% report seeking employment. Titles of positions accepted include: sales clerk, clerk; office aide. Monthly salary range reported was $300 to $500.

Liberal Arts (N=8)

Some 100% report successful transfer acceptance. One respondent commented: "My 2 years at Harcum were a most valuable experience. I now find that I am better prepared to enter my junior year than those students who have been at xxx all along".

Library Aide (N=1)

The respondent (100%) reported seeking employment.

Med. Lab. Technician (N=6)

One respondent (17%) reports successful transfer acceptance; two (33%) report employment; one (17%) reports seeking college transfer; two (33%) report seeking employment. Title of position accepted: Laboratory Technician; salary range from $400 to $600.

Medical Technology (N=8)

Some 50% report transfer acceptance; 37% job acceptance; and 12% seeking employment. Title of positions accepted was Medical Lab. Assistant; starting monthly salary ranging from $300 to $400.

Physical Education (N=2)

Both respondents (100%) report transfer acceptance.

Retail Merchandising (N=13)

Some 46% report employment; 31% transfer acceptance; one, each (7%) report marriage, seeking employment, and seeking college transfer. Position titles included: assistant manager for women's wear, executive trainee, sales clerk, assistant draftsman and designer, management trainee, department head-drapery, head-selling dept. Reported monthly starting salaries ranged from $300 to $660.

Executive Secretary (N=1)

Respondent reported employment as a secretary; - monthly starting salary in $400 to $500 range.

Legal Secretary (N=4)

One respondent (25%) reports transfer acceptance; 50% report employment as Legal Secretary; one (25%) reports marriage. Starting salaries reported range from $400 to $600.

Medical Secretary (N=6)

Some 83% report employment as Medical Secretary or Medical Secretary/ Assistant at beginning monthly salaries ranging from $300 to $500. One respondent (17%) report transfer acceptance (into a nursing program)

Social Service (N=2)

One respondent (50%) reports transfer acceptance, and one reports seeking college transfer or employment.

2. Colleges/Universities accepting Harcum 1974 graduates included:

PENNSYLVANIA = 18

Beaver College
Cabrini College
Drexel University
Eastern College
Geisinger Medical Center
Hahnemann Hospital (College of Allied Health Professions)
Indiana University of Penna.
Kutztown State College
Lycoming College
Penn State University
Philadelphia College of Textiles & Science
St. Joseph's College
Temple University
Thomas Jefferson University
University of Pa. Hospital
Villanova University
West Chester State College
Widener College

OTHER STATES = 26

Adelphia University
Bloomsburg State College
Boston University
Fairleigh Dickinson University
Kean College
Hood College
Lesley College
Lewis & Clark College
Madison College
Miami University
Plymouth State College
Portland State University
Quinnipiac College
St. Leo College
San Diego State University
Southampton College
Syracuse University
University of Dayton
University of Delaware
University of Hartford
University of Maine
University of Maryland
University of Minnesota
University of No. Carolina
Virginia Commonwealth University
Virginia Polytechnic & State University
Western State College

3. (1) 61% of the 1974 graduates reported advanced standing acceptance. This rate compares most favorably with the 43% annual transfer rate reported by Harcum 1962-1970 graduates.

(2) Some 30% of the respondents reported immediate employment. Prior year rates reported were: 1973=20%; 1972=23%; 1971=39%. Starting salaries ranged from $300 to $750.

(3) Some 15% reported seeking employment: in 1973 it was 11%, 1972=18%; 1971=7%.

(4) Some 5% indicated they were seeking college transfer: 8% for 1973; 4% for 1972; 4% for 1971.

4. Since 97 of the graduates had not responded to the questionnaire by 6 August 1974, this report represents a most conservative estimate of this class' initial educational/employment "success" upon graduation. It is entirely reasonable to assume that some of these 97 non-respondents have been "successful" in their employment/ educational endeavors and have simply failed to communicate the facts to the College.

5. With some 91% of the respondents (which translates into 50% of the total graduating class) reporting either successful college transfer acceptance OR employment upon Harcum graduation, it is concluded from this conservative response that a relatively high level of preparation-effectiveness is characteristic of this most recent class of Harcum graduates.

Boris Blai, Jr., Ed. D.
Director, Institutional Research

August, 1974

Office of Research
IRR 74-17

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

(I)

Employer-based Evaluations of Harcum Programs

1. Employer-based evaluations are one means to gauge program effectiveness, and are a vital dimension of the on-going institutional research program at Harcum. A very large part of the instructional budget at the College is devoted to occupational programs of study designed to equip the successful graduates with immediately-useable skills, knowledge, and attitudes. Therefore, it is especially essential that such employer-based evaluations be obtained to provide a practical yardstick for measuring Harcum's educational efficacy; as viewed by those who are the employers of Harcum graduates. In short, such employer-based evaluations are an essential element within any practical system of educational accountability for the College.

2. In the summer of 1974, Harcum occupational program graduates of this year were invited to participate in one such follow-up study by furnishing the Research Office with the names and addresses of their current employers. Some 24 employers participated, and the results of a questionnaire survey among them revealed the following facts. This information can help both staff and faculty pin-point possible areas for program revisions to keep them meaningfully updated. Harcum continues to subscribe to the educational philosophy that program evaluations predicated upon cuality (timeliness) of preparation for employment is the key, practical reason for offering occupationally-oriented programs of study.

3. The data collected in this survey were arbitrarily assigned score values of a Likert-type; i. e., response categories for a 5-item scale in which Excellent = 5; Very good = 4; Good = 3; Fair = 2; Poor = 1. For the 4-item scale used, these assigned values were: Highly Effective = 4; Effective = 3; Ineffective = 2; Highly Ineffective = 1. These score-categories provided a convenient means for compiling rankings of the various skills competancies, as well as comparing Ratings among the various programs evaluated; as presented in Table 1, on the next page.

TABLE 1: - Employer-Based Evaluations of Harcum Programs

Technical Skills Leval	A*	B	C	D	E	F
1. Handles equipment with speed	3	3.7	3	3	3.5	4
2. Manipulates equip. with accuracy	3	3.5	3	3	3.5	4
3. Uses equip. creatively	3	3.7	2.5	3	3	4
4. Knowledge of equipment	3	3.5	3	3	3	4
5. Equipment maintenance	3	3.2	2.5	3	3	4

4= Highly effective
3= Effective
2= Ineffective
1= Highly Ineffective

Human Relations Skills	A	B	C	D	E	F
1. Cooperates with fellow workers	3	3.7	3	3.5	4	3.5
2. Promotes uses of new ways	2.5	3.7	3	3	4	3.5
3. Helps people	3	4	3	3	4	3.5
4. Accessible to others	3	4	3	3.5	3.5	3.5
5. Oral expression	3	3.7	3	3	3.5	3
6. Written expression	3	3.7	3	3	4	3.5
7. Listens to others	3	4	3	3.5	3.5	3.5
8. Recommends in non-offending way	3	4	3	3	3.5	3.5
9. Cooperates with supervisor	3	4	3	3.5	3.5	3.5
10. Accepts criticism	3	3.7	3	3	4	3.5
11. Asks appropriate questions	2.5	3.7	3.5	3	4	3.5

Problem Solving Abilities	A	B	C	D	E	F
1. Coordinating	2.0	3	3	4	4	4
2. Organizing	2.5	3	3.5	4	3.5	3.5
3. Scheduling	2.5	3	3.5	4	4	4
4. Planning	3	3	3.5	3.5	4	3.5
5. Problem recognition	3	3	3	3.5	4	4
6. Implementing successful solutions	2.0	3	3	3.5	3.5	4
7. Problem definition	2.5	3	3	3.5	3.5	4
8. Considers alternatives	2.5	3	3	3.5	3.5	4

LEGEND:

A* = Animal Technician (N=4)
B = Early Childhood Education (N=8)
C = Executive Secretary (N=2)
D = Legal Secretary (N=2)
E = Medical Secretary (N=4)
F = Retail Merchandising (N=4)

Job Advancement Possibilities	A	B	C	D	E	F
1. Excellent = 5 value						5
2. Very Good = 4 value						
3. Good = 3 value	3	3.2	2.5	3.5	3.5	
4. Fair = 2 value						
5. Poor = 1 value						

Desire to hire future Harcum grads	A	B	C	D	E	F
1. Excellent = 5 value				5		5
2. Very Good = 4 value		4.5	4		4	
3. Good = 3 value	3.5					
4. Fair = 2 value						
5. Poor = 1 value						

4. Comments included:
   (1) Early Childhood Ed: She cooperates and becomes an asset in all areas. Appealing personality; steady and reliable. M-----is everything I can expect from an 18 year old. She does very well.
   (2) Executive Secretarial: Skills and general business acumen need improvement for advancement.
   (3) Legal Secretarial: Industrious; interested.
   (4) Medical Secretarial: Very dedicated; a good worker.
   (5) Retail Merchandising: Aggressive, determination, and has good abilities. Very responsible, takes initiative, anticipates situations. She has learned complicated procedures quickly and applies them effectively. She received a promotion within two months of hiring date: this girl takes a personal interest in her job and has been responsible for a 20% increase in sales in her department.

5. This feedback, follow-up study has revealed that overall, these 24 employers give substantially high ratings to Harcum graduates in a variety of programs. Mean scores in the three broad areas noted are summarized below in Table 2, revealing a very narrow average score range of 3.2 to 3.4.

Legend: 4=Highly Effective; 3= Effective; 2= Ineffective; 1= Highly ineffective

TABLE 2: - Mean-score Evaluations of Six Harcum Program Areas

Program	Technical Skills Level	Human Relations Skills	Problem Solving Abilities
Animal Tech.	3.0	2.9	2.8
Early Child. Ed.	3.5	3.9	3.0
Exec. Secr.	2.8	3.1	3.2
Legal Secr.	3.0	3.2	3.7
Med. Secr.	3.2	3.8	3.8
Retail Merch.	4.0	3.5	3.9
Group Averages	3.2	3.4	3.4

6. The results of this evaluation inquiry suggest that in the general views of these employers of the most recent Harcum graduates, the College is "on target" in helping prepare young women for successful entry into the world of work.

Boris Blai, Jr. Ed. D. Director, Institutional Research August, 1974

Office of Research
IRR 74-18

(IV)

HARCUM JUNIOR COLLEGE
BRYN MAWR. PENNA. 19010

Harcum "Honors" Graduates

1. As a follow-up to IRR 73-24, "A Decade of "Honors" Graduates", an analysis was made of the 'honors' graduates of May 1974. The results are summarized in Table 1 for graduates earning the following academic 'honors': Cum Laude = 3.2-3.4 cumulative grade-point averages; Magna Cum Laude = 3.5-3.7; Summa Cum Laude = 3.8-4.0.

Table 1: - Harcum Honors Graduates

Citation	'64-'73 Average	1974	'64-'74 Range
Cum Laude	10%*	11%	4 to 12%
Magna Cum Laude	5%	8%	2 to 9%
Summa Cum Laude	3%	5%	1 to 6%
Totals	18%	24%	—

*All percentages rounded-off to nearest whole number

2. As Table 1 reveals, honors earned by 1974 seniors continued to counter the 10-year average, as was equally true for 1973. Honors earned by 1973 and 1974 graduates almost doubled those earned by 1971 graduates, as well as exceeding those earned by any class since 1964.

3. During '64-'74, two sustained trends have been evident — a rather stable 8-year period between 1964-71, replaced by a 3-year period in which honors earned have totaled about twice the percentages earned by 1971 graduates. How long will this substantial shift trend continue? —— future reports will tell the story.

Dr. Blai, I

Boris Blai, Jr., Ed. D.
Director of Institutional Research
August 1974

AN IN-DEPTH EVALUATION OF

HARCUM BY '74 GRADUATES

Office of Research

IRR 74-19

Institutional Research
Sponsored By
Harcum Junior College
Bryn Mawr, Penna., 19010

Office of Research
IRR 74-19

(I)

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

An In-Depth Evaluation of Harcum by '74 Graduates

1. During the summer of 1974, Harcum graduates of that year were queried via a detailed, comprehensive questionnaire. Their candid evaluation of Harcum programs, services, and activities was invited. From among the 223 graduates, some 102, or 46% responded, offering pertinent insights regarding Harcum's effectiveness as a collegiate institution. These views of Harcum's "primary" constituency deserve very careful review by all members of staff and faculty, for these represent Harcum's "end products"!

2. The items contained in the questionnaire, and the views of the respondents, are detailed in the following paragraphs; all numbers being rounded-off to the nearest whole number.

3. "What is, in your opinion, the value to you of the education you received while attending Harcum? Please relate the value in terms of helping you in your present education, employment, or whatever else you are doing".

Extremely helpful = 40% Helpful = 26% Of no help = X
Moderately helpful = 30% Of little help = 4%

Clearly, a very substantial majority of the respondents (70%) consider their Harcum educational experience to have been greater than "helpful" alone; with only 4 expressing the negative view — "of little help".

4. "How would you rate the overall quality of each of the following at Harcum?"

	Excellent	Good	Fair	Poor
Teaching staff	35%	62%	3%	X
Counseling staff	10%	53%	33%	4%
Academic standards	11%	68%	21%	X
Variety of courses offered	14%	50%	34%	2%
Administration	10%	62%	26%	2%

The above tabulation reveals that in the collective judgement of this substantial segment of the '74 graduates there are several dimensions of their Harcum experience in which 21 to 34 believe that there's room for improvement before they would rate that dimension as "Good". Overall, at least 50%, or more, rate each aspect as "Good"; with more than one-third rating the teaching staff "Excellent".

Of the total ratings offered, some 16% were top-ranked as "Excellent, followed by 59% for "Good", 23% "Fair", and 2% "Poor". Once again, a very substantial majority of the respondents (75%) judge these dimensions of Harcum to be "Good" or "Excellent".

5. "Please indicate your feelings about the following features of Harcum by circling the number which best expresses your feelings".

1 * = Entirely satisfied 3=Mixed feelings 5=Completely dissatisfied
2 = Reasonably satisfied 4=Somewhat dissatisfied 6=Did not use or participate

	1*	2	3	4	5	6
Pre-admission advertisement =	20%	40%	18%	2%	2%	18%

Approximately one-fifth indicated no use (exposure to?) pre-admission advertisement, with approximately another fifth (about 25 respondents) indicating either mixed feeling or some degree of dissatisfaction; leaving a solid majority of 60% who expressed "reasonable" or "entire" satisfaction. Outright dissatisfaction was expressed by only 4 respondents, or 1% of the total who graduated in 1974.

	1*	2	3	4	5	6
Freshman orientation =	20%	42%	26%	7%	X	5%

A substantial majority (62%) expressed satisfaction with freshman orientation, with only 7 expressing the sentiment — "somewhat dissatisfied", and none the view "completely dissatisfied".

	1*	2	3	4	5	6
Registration procedure =	13%	77%	8%	2%	X	X

With only 2 expressing dissatisfaction and 8 indicating mixed feelings, registration procedures at Harcum may be considered quite successful.

	1*	2	3	4	5	6
Classroom facilities =	24%	76%	X	X	X	X

"Satisfied customers" appears to be reasonable reaction to these responses.

	1*	2	3	4	5	6
Parking Facilities =	20%	65%	1%	2%	1%	11%

Among those respondents using the facility only 4 expressed less than satisfaction.

	1*	2	3	4	5	6
Physical Educ. facilities =	34%	51%	13%	2%	X	X

A very substantial 85% express satisfaction with Harcum's physical education facilities.

	1*	2	3	4	5	6
Eating facilities =	36%	46%	3%	8%	X	7%

Harcum's very fine eating facilities are "satisfactory" to 92% of the respondents, with only 11 individuals expressing something other than satisfaction.

	1	2	3	4	5	6
Laboratory facilities =	33%	41%	2%	2%	X	22%

Among the respondents using lab. facilities only 4 rated them less than satisfactory — a very high level among this group of 80 students.

	1	2	3	4	5	6
Library hours =	36%	40%	10%	10%	4%	X

A very substantial majority of the respondents (76%) found library hours satisfactory — only 14 expressing dissatisfaction.

	1	2	3	4	5	6
Books and Periodicals in Library =	21%	47%	14%	16%	2%	X

Better than half (68%) of the respondents expressed satisfaction with the library collection, with 18 expressing dissatisfaction and 14 indicating mixed feelings.

	1	2	3	4	5	6
Responsiveness of library staff to student needs =	52%	38%	10%	X	X	X

Only 10 of the respondents expressed "mixed feelings". The remaining 92 expressed satisfaction with 52% expressing "entire" satisfaction — a most gratifying response for this most essential college service.

	1	2	3	4	5	6
College publications =	27%	25%	30%	14%	2%	2%

A majority (52%) indicate satisfaction. However, with practically half of the responses being other-than-satisfactory, staff and faculty publications advisors should ascertain if such a rating pattern prevails among current students. If so, effort should be made to determine why such ratings exist and what might be done to "improve" them.

	1	2	3	4	5	6
Student Clubs & Activities =	20%	22%	18%	14%	6%	20%

Among the 80 respondents who indicated they participated, some 42 or (53%) expressed "reasonable" or "entire" satisfaction, with 20 or (25%) expressing "somewhat" or "complete" dissatisfaction. Adding the non-participants to the latter group results in about a 50-50 division among the "satisfied" and "others" raters.

	1	2	3	4	5	6
College-sponsored lectures, exhibits, etc. =	12%	18%	30%	12%	8%	20%

Only about one-third (30%) gave "satisfied" ratings, with a fifth (20%) abstaining, and 20 expressing "dissatisfaction". With 30% expressing "mixed feelings", a total of 70% rate this dimension as something other than "satisfactory" — suggesting a fruitful area for achieving a higher satisfaction-index among future Harcum student population.

	1	2	3	4	5	6
Athletic Programs =	31%	23%	16%	2%	X	28%

A majority (54%) rate athletic programs well, with only 2 expressing dissatisfaction. The 'luke-warmers' and non-participants among these respondents represented 44%, a rather large cadre of 'armchair-athletes'.

	1	2	3	4	5	6
Health Services =	44%	20%	2%	X	4%	30%

Among these respondents a full majority (64%) rate health services as satisfactory, with only 4 expressing dissatisfaction; 2 'mixed feelings'. If the non-users are excluded, some 90% of those utilizing the service offered satisfactory ratings — a very "strong" vote of confidence for this significant college service.

	1	2	3	4	5	6
Counseling Services =	22%	16%	10%	10%	4%	40%

With 40% excluded as "non-users", among the remaining respondents some 61% (or 38 individuals) expressed satisfaction, with 14 (or 23%) expressing dissatisfaction. (The responses to this item are entirely consistent with those offered for paragraph 4 above in which 63% rated Counseling Staff as either "Excellent" or "Good".

	1	2	3	4	5	6
Academic advisement =	47%	13%	14%	8%	6%	12%

A majority (60%) rate this primary educational service as "satisfactory"; with 12% of the respondents claiming not to have "used" or "participated". There were 14 who were not satisfied and 14 with ambivalent feelings.

	1	2	3	4	5	6
Vocational counseling =	14%	22%	18%	6%	6%	34%

Approximately one-third (34%) of the respondents did not avail themselves of available vocational counseling assistance; one-third (36%) were satisfied; one-third (30%) other-than-satisfied. Only 12 expressed outright dissatisfaction.

	1	2	3	4	5	6
Remedial services offered =	17%	13%	16%	4%	4%	46%

When the 46% non-users are excluded, among the remaining respondents 53% expressed satisfaction; 16 expressed ambivalent feelings, and only 8 expressed dissatisfaction with the Learning Dynamics programs and the individual remedial assistance offered by faculty members.

	1	2	3	4	5	6
Quality of instruction =	49%	13%	38%	X	X	X

Not a single 'vote' was cast for dissatisfied! A very substantial number (63%) expressed satisfaction (49 "entirely" satisfied), and 38 indicated "mixed feelings". (A close 'match' is again noted in this pattern and their responses to paragraph 4 above: "Teaching Staff" — only 3% "Fair", the remainder "Good" or better).

	1	2	3	4	5	6
Equipment in instructional labs =	43%	23%	8%	6%	X	20%

Of the respondents utilizing the equipment, 80% expressed satisfaction: only 6 indicating dissatisfaction.

	1	2	3	4	5	6
Accessibility of equipment for student use =	51%	15%	22%	6%	2%	4%

A solid majority (66%) found equipment accessible, only 8 expressing dissatisfaction and an additional 22 indicating that there were some occasions when such equipment was not immediately accessible for use.

	1	2	3	4	5	6
Diversity of programs available =	40%	22%	30%	6%	2%	X

A substantial majority (62%) of these respondents are satisfied that the 26 program offered by Harcum reflect diversity.

	1	2	3	4	5	6
Financial Aid information =	37%	2%	4%	3%	X	54%

Excluding the 54% who were non-users, among the remaining respondents some 80% were "entirely satisfied" and 4% "reasonably satisfied". Only 7 expressed something other than satisfaction; a gratifying response for this pragmatically-helpful college service.

	1	2	3	4	5	6
Job Placement information =	10%	14%	14%	8%	24%	30%

Establishment of the Career Resource Center during the summer of 1974 should effectively alleviate the 32% dissatisfaction rating among these respondents. It is noted that despite the lack of a centralized career counseling-placement center some 24% of these respondents rated the job placement assistance received from faculty and staff personnel as "satisfactory".

Of the total ratings offered in connection with these 26 diverse Harcum services, activities, and facilities, they were patterned as follows:

1. Entirely satisfied = 30%
2. Reasonably satisfied = 32%
3. Mixed feelings = 15%
4. Somewhat dissatisfied = 5%
5. Completely dissatisfied = 3%
6. Did not use or participate = 15%

As the above tabulation reveals, less than 10% expressed dissatisfaction, with a solid majority (62%) expressing "reasonable" or "entire" satisfaction. A relatively small percentage (15%) expressed ambivalence in their ratings, and an equally small percentage (15%) indicated non-participation or non-use. Overall, this suggests a broad-ranging acceptance of Harcum's efforts to provide meaningful and useful student-support services.

6. "Please indicate your feeling about your courses at Harcum in the following areas"

	1	2	3	4	5
Art-Music-Drama =	6%*	60%	16%	12%	6%
Business-Merchandising =	30%	45%	17%	4%	4%
Mathematics-Science =	32%	50%	18%	-	-
Education =	43%	50%	7%	-	-
English =	42%	43%	10%	5%	-
Social Sciences =	16%	54%	20%	5%	5%
P. E. =	35%	44%	15%	6%	-

*All percentages reflect the proportions of the total number responding in each category who selected the particular rating — as defined below:

1= Entirely satisfied
2= Reasonably satisfied
3= Mixed feelings
4= Somewhat dissatisfied
5= Completely dissatisfied

7. "Whom do you feel was most helpful to you personally at Harcum?"
(The following are alphabetical listings, numbers following names representing number of times individual was named.)

PROFESSORS		COUNSELORS		PROGRAM DIRECTORS		OTHERS	
Anonymous	-16	Anonymous	-8			Anonymous	-5
				Beatty	-2	Beatty	-2
						Bell	-4
Brash	-2					Brash	-2
Buerkle	-2						
Costello	-6			Costello	-6	Costello	-2
						Crook	-2
Hallowell	-2						
						Hyde	-1
Iffland	-8			Iffland	-6	Iffland	-4
Kelly	-2						
Laskey	-2			Laskey	-2		
Levitties, M.	-4			Levitties, M.	-2		
						McDonald	-2
Mowbray	-4	Mowbray	-4	Mowbray	-12	Mowbray	-4
						Myers	-2
O'Neil	-8			O'Neil	-2		
Petrone	-4						
						Ramsay	-6
Ranft	-6					Ranft	-6
Salisbury	-2					Salisbury	-1
Scheidy	-2			Scheidy	-2		
				Soler	-2		
Stamateris	-4			Stamateris	-2	Stamateris	-2
Zipin	-2			Zipin	-2		
						Librarians	-3
						My friends	-4

8. "Please indicate your degree of satisfaction with each of the following".

	1	2	3	4	5	6
Quality of instructors *	22%	56%	20%	-	-	2%
Interest of instructors in students	42%	44%	12%	2%	-	-
Availability of courses in your major	30%	34%	34%	4%	-	-
Adequacy of electives offered	4%	34%	28%	24%	6%	4%
Availability of counselors	12%	29%	17%	8%	6%	28%
Help in program planning	26%	28%	15%	13%	4%	16%
Help in job placement	6%	16%	10%	14%	26%	28%
Club program in your major	8%	12%	8%	5%	7%	60%
Adequacy of reference services & matls.	16%	36%	25%	9%	1%	13%

*All percentages reflect the proportion of the total number responding in each category who selected the particular rating — as defined below:

1= Entirely Satisfied
2= Reasonably Satisfied
3= Mixed feelings
4= Somewhat dissatisfied
5= Completely dissatisfied
6= No opinion

Scanning the above tabulation, it is abundantly evident that a consistently high level of satisfaction has been expressed by these 102 respondents. It is also noted that their general pattern of ratings closely parallels their responses to question 4 above, evidencing a consistency which suggests the reliability of these ratings as valid indicators of their "feelings".

9. "Please indicate in what ways your college experience at Harcum was MOST HELPFUL by noting the areas of Primary and Secondary assistance."

(The following listing indicates in descending order of frequency of selection, the area of primary assistance. The number in parentheses following each item reflects its rank-order selection as a secondary assistance experience.)

Primary area of assistance

1-You obtained a clearer understanding of your abilities and goals. (1st)
2-You received the encouragement, challenge, and sense of success necessary for you to continue your education. (4th)
3-You received the training and/or education necessary to get a job in the field of your choice. (5th)
4-You obtained a clearer understanding of job or professional requirements and opportunities. (2nd)
5-Through a particular course or group of courses, you discovered a new field of interest.(3rd)
6-You gained a clearer understanding of the nature of higher education and the demands it makes upon the individual. (6th)
7-You learned how to get along with people in your community. (7th)

Two individual items indicated as secondary assistance areas were: (1) Better understanding of people and how to cope with them in your job, as well as your personal life; and (2) Broadened my understanding of peers.

10. "Please indicate in what way your experience at Harcum could have been more helpful to you by noting the areas of primary assistance and secondary assistance". (The following listing indicates, in descending order of frequency of selection, the primary area. The number in parentheses following each item reflects it rank-order selection as a secondary area.)

Primary assistance

1- A wider range of potential fields of study could be offered. (3rd)
2- There could be more helpful guidance in choice of programs and explantion of courses. (5th)
3- More students could be encouraged by the College to participate in student activities(2)
4- There could be more integration of student activities into the total College program. (1)
5- More time could be allowed for student activities. (6th)
6- A closer relationship could exist between students and instructors. (4th)
7- More supervision and guidance in classrooms could be offered. (This item was non-selected by all respondents.)

Individual primary assistance items written-in included: (1) Wider variety of courses could be offered; (2) more electives (1 credit courses) offered; (3) more interest on the College's part in sports; (4) Better job placement program.

An individual secondary assistance item written in was —— more job placement services after graduation.

11. "Did Harcum prepare you for the future?"

Very Well = 49% Somewhat = 46% A little = 4% None = 1%

12. "How much did Harcum counseling help?"

Very much = 22% Somewhat = 20% A little = 28% None = 30%

13. "How would you classify Harcum instructors, in general?"

Superior = 12% Very good = 46% Good = 42% Unsatisfactory = X

14. "Did you benefit from campus activities?"

Very much = 19% Somewhat = 35% A little = 26% No = 20%

COMMENTS:
(1) There was a variety of activities, however, I did not participate.
(2) Unfortunately I didn't get involved in outside activities.
(3) Being a commuter I felt no motivation to participate in campus activities.
(4) Very few campus activities of interest to me.
(5) There were very few campus activities.
(6) As in many colleges, there is much apathy in this field. It was beneficial for me, however.
(7) Enjoyed being Campus Guide!
(8) No worthwhile activities to benefit from.
(9) To prepare for the future I feel socialization is an important factor, and the education course taught me this.

15. "What are the five aspects of Harcum you consider its greatest strengths and the five aspects you believe most in need of improvement at Harcum?"

(The following listing indicates, in descending order of frequency of selection, the greatest strengths. The ascending order-of-frequency ranking of aspects needing improvement are in parentheses.)

Greatest Strengths	Needs Improvement
1- Individual help from instructors	(1st)
2- Interest of instructors in students	(N.A.)*
3- Quality of instruction	(N.A.)
4-Interest of counselors in students	(N.A.)
5- Bookstore	(N.A.)
6- Food service	(8th) day students only
7- Academic standards	(N.A.)
8- Help in program planning	(2nd)
9- Help with personal problems	(N.A.)
10- Availability of courses in major	(9th)
11- Scheduling of classes	(10th)
12- Reasonableness & worthiness of assignments	(12th)
13- Registration procedure	(N.A.)
14- Assistance on vocational objectives	(N.A.)
15- Job placement	(13th)
16-Classroom tests	(N.A.)
17- Scholarship & loan programs	(3rd)
18- Availability of counselors	(6th)
19-Student social program	(11th)
20- Cultural program	(7th)
21- Adequacy of electives offered	(14th)
22- Club program	(4th)
23- Student government	(N.A.)
24- School spirit	(15th)

* N.A. = not applicable; i.e. not included by any respondents

Although there is a general pattern of consistency in the "strengths" and "improvements" rankings, there are, for example, "inconsistencies" in items 23, 22, 20, 18, 17, 16, 14 and 13. Although these eight items were among the twelve-lowest, in terms of "greatest strengths", they were not among the twelve most in need of improvement.

In terms of frequency of selection by the respondents, the 5 "Greatest Strengths" and 5 most-in-need-of-improvement included:

Greatest Strengths

1st = Individual help from instructors
2nd = Interest of instructors in students
3rd = Quality of instruction
4th = Interest of counselors in students
5th = Bookstore

Most Needed Improvements

1st= School spirit
2nd= Adequacy of electives offered
3rd= Job placement
4th=Reasonableness & worthiness of assignments
5th=Student social program

Harcum's 'strong' academic program, as well as its dedicated concern for the student, as an individual, is very clearly reflected in the top-ranked 'strengths' listing items. It is also noted that the electives-potpourri-syndrome, so prevalent on college campus around the country, is also expressed at Harcum! Another 'negative' characteristic, which also appears to be widespread at other schools, is student apathy. As elsewhere, the Harcum respondents deplore the lack of school spirit. Yet ironically, they seemingly look to others to remedy the situation: evidently they fail to recognize that it must largely be through their own efforts to 'stretch' their personalities that they will overcome the 'blahs'!

16. "At the present time you would recommend Harcum because...."
(listed in descending frequency of choice)

1st= Faculty and staff were interested in me (64%)
2nd= Help and assistance were available when needed (54%)
3rd= The College atmosphere was informal (44%)
4th= The College treated me as a person (36%)
5th= Harcum is a friendly place (32%)
6th= It is near the .....University of Pennsylvania (27%)
.....Villanova University (24%)
.....Haverford College (4%)
.....Swarthmore College (2%)
7th= The grading system helped me (14%)

Individual write-in comments included:

(1) Offers good programs
(2) It helped or prepared me for the future. I would recommend Harcum to a student who wasn't sure whether to go all four years or just two.
(3) My teachers were excellent and helped me by making me work hard to learn. It was a self-disciplining thing that I found challenging.
(4) Harcum is an excellent educational and vocational institution.
(5) If you really wanted a good junior college in the area.
(6) It has a convenient and nice location.
(7) Only school offering Animal Technology
(8)....of the wonderful friends I made.
(9) It is the type of school a girl should attend if she is undecided about her future and about education in general.
(10) The courses in my major were very good and most of my teachers were excellent.
(11) Learn to live with people and understand their faults as well as their good qualities.
(12) Two-year programs can be either terminal or transferable.

17. "At present you would not recommend Harcum because...."
(listed in descending frequency of choice)

1st = It did not seem like a college (19%)
2nd = Programs and course offerings were too limited (18%)
3rd = Too few student activities existed (17%)
4th = Calibre of course offerings were too limited (11%)
5th = The grading system caused me problems (1%)
6th & 7th = Faculty and staff were not interested in me - None!
It was too difficult — None!

Individual write-in comments included:
(1) Some courses could be more difficult
(2) At times, favoritism between faculty and students
(3) If enough guys ever go to Harcum it would bring different attitudes and opinions into the classroom, and would really change everything about Harcum.
(4) Lack of student freedom; poor dorm rules
(5) I don't think it was challenging enough in its course. There was not enough outside involvement in sports, lectures, exhibits, etc.
(6) "No Reasons" = 14 responses!
(7) Some courses were not even needed and Harcum insisted they were required — a lot of my time was wasted for nothing!
(8) The rules need adjusting; the authorities were unfair.
(9) Seemed too easy; too small
(10) No job placement service available
(11) Too many "stupid" rules
(12) I would recommend Harcum!
(13) Too small
(14) Courses need more extensive planning in preparation for jobs.

Perhaps the most significant item to be noted regarding the responses to this statement is the fact that less than 1 out of each 5 respondents "found fault" with the College!

18. "If you had it to do over again, which would you first attend?"

Junior College	= 50%	Private University	= 10%
State College	= 20%	State University	= 8%
Private College	= 12%	Community College	= 0%

19. "What suggestions do you have for improving the services at Harcum?"
(1) Library hours should be longer and books more diversified. More course selections should be available. Job placement needs work.
(2) Counseling — make itself more available to students and keep their promises to students who need help.
(3) Library — more students helping to run it — more magazines, longer hours.

(4) Better communication between faculty, students, and administration through better organization and communication through a good college newspaper.
(5) Longer breakfast and library hours!
(6) Stop treating the students like children. Put a change machine and vending machines in the dorms. Hire more guards or someone to be at the doors so girls coming in don't have to wait for guard. The school itself isn't bad but the living conditions could be improved.
(7) To have more of the courses fully accredited for transfer.
(8) I wouldn't change anything - I've benefited from everything I've ever done even though I lost a lot of credits in my transfer (which I expected). I benefited very much from Harcum and the courses and experience (ECE student teaching) I received.
(9) Increase and diversify number of electives. Have more participation in student government. Increase difficulty of some courses.
(10) Athletic facilities need improving. Also better athletic program and more interest in it.
(11) Registration is too crowded with the whole class coming at one time.
(12) Have better activities. Less rules for dorms. More classes for Black Study.
(13) Helping find jobs for students. Better teachers and more courses for going on and finding jobs; the course selection is lacking.
(14) I feel Harcum provides its students with many services now which are helpful, but there seems to be a lack of interest in many students.
(15) If it is possible at all, I would love to see something done about the apathy of the students and faculty. If this could be eliminated everyone could work together to make Harcum an even better place to learn about life and people.
(16) Library needs more reference materials - but I would recommend Harcum to any young girl. It was a very rewarding experience. Of course there were a few rough times, but all in all these past two years have been fantastic. Thank you Harcum for good friends I'll never forget.

20. In summary — the information developed through this in-depth alumnae inquiry very consistently suggests that other than a few items, these 102 very recent Harcum graduates top-rate their College as offering 'quality' educational opportunities. For those young women willing to make the effort, and willing to avail themselves of the many learning/development experiences afforded by the College, Harcum clearly can be an educational life experience both of practical 'worth' and individual satisfactions.

Boris Blai, Jr., Ed. D.
Director, Institution Research

August 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR. PENNA. 19010

Harcum Boosters, All!

1. From what sources do Harcum freshmen-applicants first hear of the College? Who are these real Harcum Boosters? A records analysis recently completed reveals the following pertinent facts. Each individual (and you know who you are), who has actively been a Harcum Ambassador and recruited one or more students, have demonstrated wise and enlightened College— and — self interest! To those who have not — do join us; help insure a 'healthy' future for the Harcum community — its faculty, staff, and service personnel!

2. Among a total of some 650 applicants for September 1974 enrollment, they indicated the following descending order listing of sources through which they first learned of Harcum. The numbers in parentheses reflect the percentages for similar analyses of 1972 and 1970 applicants —(in that order)

1st - High School Counselors = 39% (42% - 38%)

Once again, it is very clearly evident that the most influential sources of introductions-to-Harcum are the professional guidance personnel in high schools. Consistently, over the past five academic years, they alone have guided between 38 and 42% of freshmen applicants to the College.

Supplementing the direct Admissions Office recruitment effort, each member of the Harcum community can improve, refine, and enhance the link of Harcum/high school articulation. Each time a Harcum student reports back a 'positive' Harcum experience to her former high school guidance counselor, this becomes one more 'plus' for the College. And each time a Harcum staff or faculty member directly contacts and/or assists a high school counselor through information or service exchange, this is a very practical and direct way to strengthen the College!

2nd - Friends and Relatives = 16% (26% - 26%)

Here again, consistency is evident in that this has been the second 'major' source throughout the five year period 1970-74.

3rd - Veterinary doctors & American Veterinary Medicine Association

With 7% identifying these sources for the new Harcum program of Animal Technician, it replaces Harcum alumnae who were the 3rd largest source in 1972 & 1970.

4th - Magazine ads = 6% (4% - 3%)

This source 'moved up' from 9th ranking in 1972 & 1970 when it represented only the lesser percentages indicated above.

5th - Junior College Directories = 5% (6% - 9%)

This source continues in the same rank-order position for the three years analyzed.

6th - Harcum Admissions Reps. = 4% (3% - 1%)

This source sharply 'improved' its relative ranking, advancing from 11th ranking positions in 1972 and 1970.

7th - Harcum Alumnae = 3% (9% - 8%)

As a referral source, alumnae 'slipped' from 3rd ranking position in prior years to less than half of their prior 'contributions' as a referral source.

8th - Parents = 3%

Parents, as a category separate from 'relatives' reflects 22 applicants listing them as the source from which they first heard of Harcum.

9th - Harcum Students = 3% (6% - 7%)

For 1974 referrals, Harcum students 'fell' from 4th ranked positions in 1972 and 1970, with 21 applicants listing them as a first referral source.

10th - Live in area = 2% (5% - 3%)

Here too, for 1974, the local applicants dropped from 6th ranked positions in both 1972 and 1970. These percentages 'translate' into 16 applicants for 1974; 22 for 1972; and 16 for 1970.

11th - Private Educational Consultants = 2% (3% - 2%)

In the two prior years this source ranked 10th.

12th - Other College/University Staff & Faculty = 2%

Because of Harcum's somewhat unique Animal Technician programs, some 13 applicants advised they first heard of Harcum through this source!

13th - Harcum Viewbook = 2%

One dozen applicants cited this publication as their first introduction to Harcum.

14th - Harcum Staff and Faculty = 2%

Eleven applicants listed members of the Harcum community as their first source of knowledge of the College.

15th - Newspaper Ads = 2%

Ten named this source.

16th - Harcum Job Bulletin = 1%

Nine cite the new job opportunities bulletin which now accompany the monthly newsletter to high schools.

17th - High School Teachers = 1%

Eight identify this source.

18th - Word of mouth = 1%

Seven wrote in this catch-all phrase.

19th - College Day at Harcum = 1%

The "direct return" of the Open House sponsored by the Admissions Office during academic 1973-74 was 6 applicants who were all accepted for September 1974 enrollment! Obviously there was also long-range value in this new recruitment-community relations activity.

20th - Dr. Henry Klein's newspaper column = 1%

Five accepted applicants cite this specific source of Harcum-information.

21st - The College Entrance Examination Board-Student Search Program = 1%

Four applicants first learned of Harcum through this national program.

22nd - Harcum Graduates' Employers = less than 1%

Three applicants were referred to the College by satisfied employers of former Harcum students.

3. A significant fact to be noted is the very consistent, and stable distribution pattern for the three years analyzed. It suggests that helping high school counselors in their student guidance activities means helping Harcum! It means that actively contributing to Harcum's on-going record of educational achievement helps to generate positive attitudes among Harcum-applicant 'influencers'; e. g. their "Friends and Relatives".

4. Over the period, 1970-1974, these two 'constituencies' highly significant to the successful recruitment of Harcum students, have "introduced" Harcum to better than half of the three incoming freshmen classes: 1974=55%; 1972=68%; 1970= 64%.

5. It therefore does seem entirely reasonable to once again call to the attention of each member of the Harcum community reading this report, that now is the very best time to join the Harcum Booster club —— do actively recruit freshmen for September 1975 enrollment!

Boris Blai, Jr., Ed. D.
Director, Institutional Research

August 1974

Office of Research
IRR 74-21

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

(II)

Sustained Student-Body Stability Savored At Harcum

1. Harcum's student "holding power" over the past decade has been a source of satisfaction to the College, for more than any other single indicator, this statistic reveals the practical effectiveness of its program offerings.

2. A Harcum inquiry several years ago revealed that among 60 other junior colleges throughout the country an average rate of 72% prevailed in the return of invited students for their second year of study. For Harcum, the rate has averaged 73% over the past decade, and a high 76% for the past 5 years. Clearly, Harcum's holding power exceeds the typical, or average performance of comparable junior colleges.

3. The second major component in gauging student body stability is reflected in the voluntary "quit-rate" among students during the course of the academic year. In academic 1961-62 this rate was 15% (expressed as a percentage of the total year-beginning enrollment). Over the past 10 years the average annual "quit-rate" was only 6.7%. As IRR 71-25 and IRR 73-28 noted, the "quit-rates" in '72-73 and '69-'70 were atypical because of temporary changes in existing practices. When the rates of these atypical years are excluded, the average rate is a very low 5.9%!

4. Translating the percentages in paragraphs 2 & 3 above into students, over the past 5 years, better than three-quarters of the 3,065 students Harcum invited to return for their second year of studies accepted the invitation. Additionally less than 1 out of 10, among the 5,959 students who attended Harcum during the past 10 years became a "quit" statistic!

5. This is an exceptional record of sustained holding-power among student populations which is particularly noteworthy as the following facts reveal:

(1) Overall retention rate (defined as the percentage of entering freshmen who graduate on schedule with their respective classes) is, unquestionably, the most pragmatic evidence of successful educational programs.

(2) Hypothetical considerations aside, do students at Harcum accomplish what they set out to do — graduate?

(3) The American Council on Education has reported that 62% of junior college students, nationally, drop out before graduation.

(4) Over the past decade at Harcum, only an average of 29% have failed to graduate with their respective classes, and last year only 27% failed to do so!

6. With Harcum's 'track-record' now well established, we are all challenged to help insure that this superior record is further sustained.

Boris Blai, Jr. Ed. D.
Director, Institutional Research

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September 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Office of Research
IRR 74-22

(IV)

Nelson-Denny Reading Test
(1974 Freshmen)

1. As is well recognized, reading plays a vital role in academic success. It is therefore of more than passing interest to note how Harcum freshmen score on the Nelson-Denny Reading test. Institutional research inquiries at Harcum have revealed that a close relationship exists between the test scores earned and Harcum academic achievement as reflected in grade point averages. With an average correlation of r=.67 and a Coefficient of Determination of 45%, the Nelson-Denny is an excellent predictor of Harcum academic success (see: IRR 72-22. "The Nelson-Denny Reading Test 'Predicts' Harcum Academic Achievement" for substantive corroborative evidence!).

2. Over the past seven years an average of 64% of incoming freshmen classes have scored at or above the 30th national percentile on the Nelson-Denny. As a class, the 1974 freshmen exceeded this average — with 70% earning above 30th percentile scores. Numerous empirical results indicate that students who score below the 30th percentile, in either the verbal or comprehension scores, are 'prime' candidates for prompt remedial reading assistance. Therefore, as in years past, those 1974 freshmen scoring below the 30th percentile are automatically enrolled in the Harcum Developmental Reading course to help them improve their reading skills.

3. Because of the high degree of accuracy with which the Nelson-Denny predicts Harcum academic success, it is a practical aid for use in student counseling and guidance. Therefore, all faculty are urged to fully utilize this high prediction potential of the Nelson-Denny, for it is clearly a strong data-link in furnishing students useful academic counseling services predicated upon facts — not armchair guess-tionates!

Boris Blai, Jr., Ed.D.
Director, Institutional Research

October 1974

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

Office of Research
IRR 74-23

(VII)

Essentially, Harcum Freshmen Are Northeasterners

1. Since 1962, precisely 4,052 students entered the day division of the College, and during these bakers-dozen academic years some 89% have resided in Pennsylvania and its four contiguous states:

Pennsylvania = 50%	New Jersey = 15%	Delaware = 1%
New York = 21%	Ohio = 2%	

2. Substantively-speaking, 9 out of each 10 students entering Harcum during this period have resided in one of these five contiguous states, and half of the total student population have been Pennsylvanians. Clearly, Harcum's primary student-pool has been this 5-state cluster, and it is this area in which maximum recruitment effort is directed since this northeastern region reflects one of the heaviest population densities within the continental United States.

3. In retrospect, this state localization of student populations at Harcum has continued, virtually uninterrupted, since 1962, Pennsylvania residents rising from 34% in 1962 to 71% in 1973. For 1974 a slight shrinkage is noted.

1962 = 34%	1966 = 38%	1970 = 53%
1963 = 36%	1967 = 41%	1971 = 60%
1964 = 39%	1968 = 44%	1972 = 70%
1965 = 40%	1969 = 48%	1973 = 71%
		1974 = 69%

4. A related, and financially significant dimension of Harcum student population, is the percentage of resident and day students. In 1962, the student body was preponderantly resident (78%), all living on campus in dorms. Since then there has been a steady annual erosion in this percentage of resident students, contracting from a peak resident population of 520 to a 'low' of 263 in 1973. Concurrent with the increase in 1974 of out-of-state residents, there has been a healthy increase in percentage of Harcum resident students from 53% in 1973 to 59% in 1974.

5. Conclusion: Once again, despite a generally 'tighter' economic scene, Harcum continues to demonstrate its student-drawing-power by increasing its resident campus population from 263 in 1973 to 334 in 1974!

Boris Blai, Jr., Ed. D.
Director of Research

October 1974

Office of Research
IRR 74-24

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

(VII)

Harcum Freshmen - Then and Now

1. During the decade 1961 through 1970 selected demographic data relating to incoming freshmen have been maintained; objective — to determine long-range trends. Five years have now elapsed since the last academic year of the decade noted, a sufficient span of time to note what changes, if any, have occurred since then.

2. What has been Harcum's student-drawing-power record; then (1961-1970) and now (1974)?

Freshman Home-states

	1961-70 *	1974
Pennsylvania =	40%	69%
United States =	19 states	10
Other countries =	3	4

*yearly averages

3. As the above tabulation reveals, a greater percentage of incoming students in 1974 were drawn from Pennsylvania. This is entirely in consonance with the (recent years) national trend of attending closer-to-home colleges. However, despite a generally 'tighter' economic scene in 1974, Harcum continues to demonstrate its 'strong' student-drawing power from beyond its immediate community by increasing its resident campus population from 263 in 1973 to 334 in 1974. During the 'then' decade (1961-70), an average of 73% of the student body were Harcum resident students, and despite the general 'localization' trend among collegiate enrollments, still attracted in 1974 a resident population of approximately 60%!

4. Regionally-speaking, on the average over the 'then-decade', some 84% of each freshman class has entered from Pennsylvania or one of its contiguous states: New York, New Jersey, Ohio, and Delaware. In 1974 this percentage was 92%, revealing yet another dimension of the previously-noted national trend of attending college closer-to-home.

5. When the I.Q. averages of incoming classes are examined the following facts are revealed: for the decade 1961-70 the weighted-average I.Q. score was 111; for 1974, it was 110. When it is noted that virtual 'open admissions' has existed for the past several years, this strongly suggests that the general academic potential of incoming freshmen at Harcum has remained quite stable throughout the past 15 years. In addition, judicious pre-admissions counseling by the Admissions Office staff has guided applicants into realistically-feasible Harcum programs (in terms of their prior academic records). This has eventuated in an extremely low 'quit' rate — only 4% in 1973-74 as well as an average annual rate of only 8.5% for the 'then-decade' of 1961-70. Clearly, the sustained student-body stability at Harcum is an exceptional record.

6. The actual distribution of I.Q. scores, as reflected in the Slosser I.Q. Classification Guide of 1964, is summarized in the following tabulation:

Freshman Academic Potential

Classification *	Academic Potential	Average #	1974
Below Average (80-89)	College-doubtful	6%	3%
Average (90-99)	Jr. College	8%	15%
High Average (100-109)	Jr. College	35%	29%
Bright (110-119)	College	42%	40%
Superior (120-129)	College & Grad. work	8%	10%
Very Superior (130+)	College & Grad work	@	3%

* Slosser I.Q. Classification Guide of 1964
\# Five year average for 1965 through 1969
@ Less than 1%

7. The increase in numbers offering higher scores in 1974, as evidenced in the above tabulation, unquestionably reflects the introduction of the Animal Technician program which has attracted a considerable number of students with 'stronger' academic potential suggested by generally higher I.Q. and SAT scores. In addition, in 1974 there has been a marked shift in the numbers offering "Below Average" and "Average" I.Q. scores.

8. Although CEEB Scholastic Aptitude Test (SAT) scores are no longer an admissions requirement at Harcum, and are utilized for course placement purposes, in 1974 some 73% of the incoming class did offer SAT scores to the College. For the 'then decade' period the average Verbal score was 413; the Math score 405. For the 1974 freshmen the averages were: Verbal = 410; Math = 413. In short, both the "then" and "now" freshmen offered substantially the same score-levels which, in general have been about 50 points less than the averages reported for high school girls who later entered college.

9. High school class ranks of Harcum freshmen "then" and "now" indicates that the 1974 freshmen 'exceed', as a group, the collective 10-year record of 1960-70 Harcum freshmen. Again this is an additional bit of evidence suggesting a higher academic potential within the "now" versus the "then" group:

High School Class Rank

	1961-70*	1974
Upper half =	45%	55%
Lower half =	55%	45%

*Yearly averages

10. Rather consistently throughout the 'then-decade', 8 out of each 10 freshmen have entered Harcum from public high schools. As the following listing reveals, for 1974, the ratio has inched closer to 9 out of 10. The generally shrinking private sector in education is surely reflected in these statistics.

High School 'Types'

	1961-70 *	1974
Public	85%	87%
Private	15%	13%

*= Yearly average

11. On the average, incoming freshman classes throughout the 1961-70 decade were 318 matriculants. In 1974 this has moved up to 350 and it is estimated, based upon a straight line projection that the 1975 freshman class will number about 365. Harcum's baby-boom peaked in 1966 with a freshmen class numbering 455, with the lowest input occurring in 1963; some 144 freshmen.

12. As a 'comprehensive' junior college, Harcum has offered a variety of occupational education (terminal) and transfer curricula through the 'then-decade' and in 1974. By definition of the Office of Education, terminal programs are defined as Secretarial, Library Aide, and Paraprofessional positions. All others are classified as transfer. As the following tabulation indicates, a high level of stability in program enrollment distributions has existed during this 15-year period.

Harcum Program Enrollments

	1961-70 *	1974
Transfer =	86%	86%
Terminal =	14%	14%

** = year averages

13. Annually during the 1961-70 decade, of the total freshman applications received, an average of 56% were selected and enrolled. For the 1974 freshman class, the number selected and enrolled was 53% of the total applications received. Because of selected-applicants cancellations throughout the 1961-70 period, it was necessary to obtain annually an applicants volume averaging approximately 79% more than the actual number of freshmen enrolled that year. For the 1974 year, even heavier cancellations necessitated a volume of 88% greater than the number who enrolled. If this 'high cancellation' rate can be reduced in future years while total applications volume remains 'high', future freshman classes can be enlarged.

14. As is well recognized, reading plays a vital role in academic success. It is therefore of more than passing interest to note that a close relationship exists between test scores earned on the Nelson-Denny Reading Test and Harcum Grade point averages. With an average correlation of r=.67 and a Coefficient of Determination of 45%, the NelsonDenny is an excellent predictor of Harcum academic success. Over the past seven years, an average of 64% of incoming freshmen have scored at or above the 30th national percentile on the Nelson-Denny. The 1974 freshmen exceeded this average - 70% earned above 30th percentile scores.

15. High-level student-body stability of Harcum is a striking and sustained statistic which is savored at the College. More than any other single statistic, this indicative record reveals the pragmatic effectiveness of its program offerings. For the decade 1961-70, the average annual voluntary quit-rate for students was only 7.9%, and for 1974 it was a low, low 4.0%! Another dimension of student-body stability — the American Council on Education has reported that 62% of junior college students nationally drop out before graduation. Over the past decade at Harcum, only an average of 29% have failed to graduate with their respective classes, and last year, only 27% failed to do so!

16. And finally — some selected demographic statistics relating to Harcum freshmen, circa 1969 and 1973 reveal the following comparative data:

	1969	1973
(1) Average age (December 31st)	18	18
(2) Average high school grade: "B" or higher	17%	55%
(3) Probable occupation:		
Artist	2%	6%
Business Management	7%	13%
Education	44%	21%
Health profession (non-MD)	6%	35%
Undecided	15%	7%
Other fields (combined)	26%	18%
(4) Fathers' Education		
College undergraduate degree	26%	26%
Graduate degree	10%	11%
(5) Mothers' Education		
College undergraduate degree	12%	18%
Graduate degree	3%	1%
(6) College admissions applications filed		
Harcum only	21%	20%
One other	13%	34%
Two others	26%	30%
Three others	25%	10%
More than three	15%	6%
(7) Religious preferences: present		
Protestant	22%	38%
Catholic	22%	29%
Jewish	52%	12%
Others	2%	10%
None	2%	11%
(8) Estimated parental income (Before Taxes)		
$4,000 - $5,999	1%	5%
$6,000 - $7,999	4%	5%
$8,000 - $9,999	5%	3%
$10,000 - $14,999	13%	10%
$15,000 - $19,999	21%	10%
$20,000 - $24,999	5%	8%
$25,000 - $29,999	5%	5%
$30,000 - and over	46%	20%
Don't know	-	10%
Omitted	-	24%
(9) Objectives considered Essential or Very Important		
Being very well off financially	58%	43%
Helping others who are in difficulty	74%	42%
Raising a family	84%	45%
Being successful in own business	62%	34%
Becoming authority in own field	36%	26%
Developing a philosophy of life	38%	20%
Influencing social values	34%	12%
Keeping up with political affairs	4%	11%
Having administrative responsibility	20%	10%
Becoming a community leader	12%	5%
Influencing the political structure	8%	2%

In the 1969 Harcum freshman study the following summary statement was made: "In many ways she has identified herself with a national sample of some 1 3/4 million other freshmen, both male and female, throughout the country. In political views she is far less conservative; far more to the "left". She is, on the average, a year older than the national sample; earned a slightly lower average high school grade and earned secondary school achievements at about half the national group rate. In substantial majority (84%) she attended public schools. Almost half — 48%, entered from the upper half of their high schoc classes; among the national sample it was 78%. Her parents' education equalled (for mothers or surpassed (for fathers) the national group. Her religious preferences were higher, for those of Jewish persuasion (52% vs 4%); lower for Protestants (22% vs 57%); lower for Catholics (22% vs 33%) than the national group sampled. Estimated parental income: $15,000 or higher (77% vs 29%) for the national group. She shared many concerns with the national group in objectives considered "Essential" or "Very Important" to their way of thinking."

In the Harcum 1973 freshman study, the following summary statement appeared: "Harcum 1973 freshmen are generally similar in academic achievement and background with young women enrolled in other 2-year and 4-year colleges/universities. Perhaps, as a group they do evidence less 'intensity' of identification with career choices, selection of college, and the various attitudes and goals sampled in this inquiry. But then it is also noted that as a group their average age is less than that of the national average: perhaps with added maturity will come deeper societal concerns."

17. A highlight summary of the data presented in the various tabulations throughout this comparisons-report indicates that:

(1) Harcum continues to demonstrate, in 1974, its 'strong' student-drawing power by increasing its resident campus population despite a generally 'tighter' economic environment.

(2) The 'typical' Harcum freshman calls home one of the Pennsylvania-contiguous states, or Pennsylvania itself (84% to 92%).

(3) The average I.Q. score for freshmen has been 111, or "Bright" on the Slosser I.Q. Classification Scale.

(4) Average SAT scores Harcum freshmen have posted run about 50 points less than the averages reported by CEEB for school girls later entering college.

(5) Upper half high school rank for Harcum freshmen rose to 55% in 1974, as compared with 45% for the 1961-70 decade.

(6) A consistent pattern of 86% of Harcum freshmen have enrolled in transfer-eligible curricula within the 15-year span 1961-1974.

(7) Over the past seven years, a substantial majority (64%) scored above the 30th national percentile in the Nelson-Denny Reading Test. In 1974 this rose to 70%.

(8) Harcum has maintained an extraordinary record of student-holding-power throughout the 1961-1974 academic years, averaging only 8.2% annually from 1961 to 1973, and a low, low 4% in 1973-74!

(9) In the main, Harcum 1974 freshmen present a record 'profile' suggesting higher levels of secondary school achievement and aptitude for future academic development.

Boris Blai, Jr., Ed. D., Director, Institutional Research October 1974

Office of Research
IRR 74-25

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

(II)

WHY HARCUM?

1. For September 1974 enrollment Harcum attracted a freshman class 34% larger than the September 1973 class—— why? In an effort to 'pin-point' reasons for this substantial increase twenty-five high school counselors were invited to advise what, in their judgement, Harcum had done 'right' this past year to attract the additional 243 applicants as compared with the last year applicant-pool. Some 15, or 60%, replied; their comments follow.

2. In addition, six Harcum staff personnel were also asked for their considered judgements Their views are also presented.

Counselor comments

1- Your newsletter (KEEPING UP WITH HARCUM), as well as the efforts you put forth in keeping field counselors informed on the overall admissions newsfront at the two-year college level are of immeasurable value in keeping Harcum visible to counselors and counselles alike.

2- Harcum Enrollment Up.... 'Right Place At The Right Time'. Let's face it, four-year college enrollments are dropping off. Young people are looking for an education that is practical and functional upon graduation —— many of your programs are job-oriented toward a practical, workable degree which can be applied to a specific (animal technology, etc.), as compared to a general (liberal arts, general science, etc.) education.

Meeting The Needs Job.....The trend is toward a specific skill — you have that.

Testing Ground....Two years is better than four. If I like it, I can always go on. Probably many of your students have this feeling. Plus —your placement record for transfer students to four year colleges is very good.

I guess like anything else, if you do a good job word gets around: Keep up the good work.

3.-Your programs are sensible, especially today when fewer want 4 year schools.

4.-Here are my reasons why Harcum seems attractive to prospective collegians:

A. Public Relations: very good — I enjoy your publications. These have been appealing and in good taste.
B. Vocationally Oriented: trend of recent times has been toward vocational goals within reasonable time limits. All media have been pounding away at this and making the public vocation-conscious. You have these vocational offerings, plus a collegiate life.
C. Costs: although you are not considered inexpensive, students and families are willing to pay for two years to get what they want, rather than pay for four years of college — especially in view of the economic trends.

D. Opportunities For Weaker (?) Academic Students: offered for those students who, for one reason or another, did not perform academically as well as would be desired.
E. Location: close enough to big-city action, etc....

Best wishes for continued research.

5.- Please add this to your list. As a counselor in a rural, somewhat isolated high school, geographic location prohibits me from traveling extensively to attend the frequent meetings in college counseling....I depend on brochures, letters, and other PRO literature to keep me informed.

Harcum keeps me informed. I would rank Harcum Junior College in the upper five percent of colleges in the interest, conciseness, and timeliness of its publications. As a result, I know, without referring to files, who you are and the programs you offer, therefore I am prone to recommend you to students as a worthwhile institution to investigate in college planning.

If I may offer a personal note, I congratulate you on the obvious effectiveness of your recruiting program. Such results are not obtained without sound planning and dedicated work.

6.- My judgement regarding the increased enrollment is based on the fact that you offer good terminal-vocational courses. Many girls don't want to spend more than two years in college, but want to be able to earn their living when they leave.

7.- One factor may be that more students are seeking a program of higher education which offers them a saleable skill upon graduation.

8.- Basic Educational Opportunities Grants enable more students to choose a private college, and many look for a college not too small - nor too big. The satisfaction of students attending Harcum spreads far.

9.- There are, I suspect, too many variables to make one broad statement about your increased applications pattern. Students seem to be moving toward the shorter path in the attainment of educational goals....It is difficult to teach patience to students who expect instant everything; from divorces, to mashed potatoes, to changes of Presidents.

In your case, you must also consider that you must be doing a great public relations job about your school.

10.- Your periodic Newslatter provides counselors with valuable information which they in turn forward on to their students.

11.- I feel that your P.R. program is very effective: People want to know what is going on. You are keeping them informed, and at the same time valuing their opinions. You are asking for input from the public and receiving sincere responses. You are making changes to meet the needs of incoming students.

12.- Because of career-oriented programs such as animal tech., fashion design, interior design, optometric assistant, dramatic arts, etc.

13.- Harcum's traditional linkage with the world of occupations which is a popular fancy now (Good programs)

A suburban campus with most of the admitted advantages of urban facilities of all kinds.

Student-faculty-parental relationships appear to be of a high order.

14.- A counselor feels confident that Harcum pleasantly:
a. Treats each student as an individual!
b. Offers a tremendously varied program.
c. Takes time to give tender loving care to those who truly need this extra attention
d. Through "hundreds" of ways keeps us constantly up-to-date on what's going on at Harcum.

15.- We've had several happy Harcum graduates. The good word spreads!

Harcum Staff comments

1.-I believe it is due to two factors. One of these, and perhaps the most important, is the efforts put forth last year by Miss Ridgley and the Admission Office staff. I think that all of last year's efforts show that traveling and meeting prospective students is very helpful.

The other factor is the economic situation. Many young people now graduating from high school are unable to get a job, and rather than do nothing, some of them at least, are using the time for their own advancement and education.

2.-I believe there are three reasons:
a. Occupational emphasis in curriculum offerings
b. Faculty interest in the success of each student
c. Small class size

3.-It seems likely that 4 reasons might be the answer
a. We're offering what the "buyer" wants
b. We're getting out the word - some way
c. The interest and dedication of the faculty and staff
d. The excellent work of a good Admissions Office staff.

4.-My reasons are:
a. Continuous excellent teaching performance by Harcum faculty.
b. Improved and relaxed social regulations for all Harcum students.
c. Ease of accomodating students who wish to change academic programs while at Harcum.
d. Receiving more for the same money, or more for less money than at similar colleges.
e. A beautiful and impressive campus environment.

5.-First of all - the fortunate circumstance of success in the new program of 'Animal Tech' and, of course, the hard work of that division; its staff. The good publicity and, I suspect, by all connected with the program; including research, admissions, development.

Thereafter — the good work of the administrative and teaching personnel who = helped in all programs to retain and advance gains already made.

Special mention for our unusual research releases, etc.

6.- I think the Animal Technician program. Harcum was the first college in Pennsylvani to offer the program and we are still the only college in Pa. to offer AT programs. Also, I think the continuing dedication of the staff has been conveyed to prospective new students by our graduates.

3. To each Harcum staff and faculty member who has read this far, it will - of course- be patently evident that there are a host of good and cogent reasons why Harcum has enjoyed a counter-trend of increased enrollment this year.

4. As an ex-admissions staffer, myself — may I conclude this report by stating I am persuaded that the direct effects of several factors have each contributed, in part, to the substantial increase which occurred:

(a) The cumulative effects of several years of carefully planned high school and college-nights visits has 'borne fruit'.

(b) The consistent integrity of the College's information program, and the prompt 'servicing' of admissions inquiries have both helped build a sound rapport between the college and many high schools.

(c) Willingness to consider, whenever possible, the concerns, trepidations, and insecurities of less-than-confident students (and, at times, their parents, too!)

(d) Candid pre-admissions counseling with prospective students: calling a spade a spade!

(e) Individual attention and follow-up with students after enrollment in Harcum.

(f) It is the human beings behind the enrollment statistics who are the sincere concern of the Admissions Office staff. In the final analysis, this is what really makes the difference, for all of us —without exception — enjoy being treated as individuals. We all appreciate consideration!

Boris Blai, Jr., Ed. D.
Director, Institutional Research

October 1974

Office of Research
IRR 74-26

(II)

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

1st to 2nd Year Harcum Dropouts

1. In 1970 and 1973 follow-up questionnaire surveys were conducted in an effort to pinpoint reasons for the non-return of invited first-year Harcum students. The results of these inquiries are documented in IRR 70-49 and IRR 73-4 and are particularly germane to those two years.

2. This report abstracts highlights of the 17 responses to an anonymous questionnaire mailed in September 1974 to the parents of the 77 invited Harcum juniors who did not return for their second year of studies.

(1) Our daughter has joined the U. S. Air Force and will be studying weather. She wanted a complete change in her life style.

(2) My daughter liked the faculty and the school, but felt there was a great lack of social activities on the campus and a tendency for some of the girls to be snobbish and petty. We, as parents, felt there were too many holidays for the tuition we paid. We also feel the new Delaware County Community College, with its beautiful campus; coed; and under $600 a year tuition, is hurting all private colleges in the area. They are able to offer many more courses for the student who wants to continue her education, and particularly in Business.

(3) I am one of the few married Harcum students. Expecting first child in December; decided to finish education at Harcum next year rather than this year.

(4) My daughter was not emotionally stable enough to return to College. No criticism of the College. She is working with these problems and we hope will soon be ready to continue an academic pursuit.

(5) Our daughter did not return to Harcum this year because she wanted to attend a co-ed college.

(6) Our daughter was married last May and is now expecting her first child - so unable to come to school.

(7) Decided on a four-year college. She definitely found she did not care for city living

(8) To our regret, we were financially unable. We had no other choice but send her to a state school and live at home.

(9) Daughter completed her education this past summer by enrolling for 2 courses.

(10) Dissatisfied with teachers.

(11) Daughter has full-time job - has enrolled in Harcum Evening Division. We believe she will eventually complete all her courses.

(12) Due to no fault of Harcum - she wanted to return to the place where she grew up to go to college. We were pleased with her program and wanted her to stay. She will continue on for four years.

(13) Daughter married and now living elsewhere. Was also upset that some of last years Animal Tech. graduates were having difficulty in obtaining jobs.

(14) Daughter now enrolled in Dental Hygiene program - not offered at Harcum, thus she had to transfer. She would have liked to return but her father refused to let her do so.

(15) _____enjoyed and benefitted from her 1 year at Harcum. However, it was her choice not to return but to enroll at_____Community College and be at home.

(16) _____felt there was much to be desired that was not available in her major. Too many academics not related to her future. Teachers not present for classes --- has a good job as assistant to quality control and is learning much about the garment fashion world.

(17) My daughter, my wife, and I, were all quite pleased with Harcum. Last year my daughter's fiance attended school in England; this year he is attending school in Texas: this year T____is attending school in Texas! Thank you for your interest.

3. With only 17 of the 77 responding, generalizations regarding the overall group are not warranted. However, the following facts are of interest:
   (1) Among the 77 not returning, 14 (or 18%) were students who initially entered Harcum as transfer students. (Are these 'flitters' who find it difficult to settle anywhere because of personal coping problems?)
   (2) Only 2 letters were returned "unclaimed" by the Post Office Dept. Therefore the remaining 58 respondents who did not reply must be adjudged as being sufficiently disinterested in Harcum to make the effort to respond. These 58 represent only 20% of the total number who were invited to return for their second year.

4. At Harcum, its student retention rate is regarded as more than a simple statistic, for even though some who are lost to the College transfer to another, such attrition is a costly process to the College. Although minimal 'negative' reactions can be identified as derivative reasons for first-to-second year losses at Harcum every effort must be exerted to sustain the high 80% rate of return among invited juniors which has occurred the past two years.

Boris Blai, Jr. Ed. D.
Director of Institutional Research

October 1974

Office of Research
IRR 74-27

HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

(II)

Use of Harcum Library

1. Periodically since 1967 indicative records have been generated reflecting library usage by Harcum students. These are summarized below, and indicate library use during representative two-week, non-examination periods in the months of September, October and February. The percentages reported are the portion of the total student body using the library during the sampled periods.

Table 1: - Average Weekday Library Use

Month/Year	Average Daily Percentage
September 1967	12%
September 1969	20%
February 1970	14%
October 1974	28%
Average	19%

2. Evidence gathered over a span of almost 35 years has revealed that only a minority of students actually make use of their campus libraries. As Jain & Dewesse noted in their 1968 "Report on a Statistical Study of Book Use, Supplemented with a Bibliography of Library Use Studies" (ERIC Research in Education, Vol. 3. No. 9. Sept. 1968), there has been mounting evidence over the years that the notion of the academic library being the "heart of the campus" is one of America's higher education myths.

3. As Howard Clayton noted in "The Unacademic Library" (College & University, Fall 1967: Vol. 43, No. 1) the library, as the "heart of the campus" suffers from widespread lack of use which he believes to be particularly regrettable,....."for the library is the only place where the student can come in contact with the tools and materials that lead to systematic methods of intellectual problem-solving." Unfortunately, as Clayton concludes....."some teachers believe their teaching is so inspired that this alone causes students to do exhaustive independent reading."

4. Regrettably, such is not the case, for...."considerable evidence accumulated over a period of 25 years, (Gaskill, H. V., 1934: "An Analytical Study of the Use of a College Library," Library Quarterly, IV, October 1934; pp 564-587 to Lieberman, Irving 1960 "Libraries & Museums", Encyclopedia of Educational Research, 3rd edition. Chester W. Harris, editor, New York, Macmillan Co. 1960 pp. 770-777), as well as countless observations by numerous librarians, reveals that items on required reading lists are virtually never read unless an instructor holds periodic examinations on the contents". (IRR 69-8).

5. In view of the above-cited facts, it is particularly gratifying to note that during this current academic year the average weekday library use is almost double that of the prior three sample periods (15%), and is half again greater than the average rate (19%) for the four sample periods noted in Table 1! It is a further hopeful expectation that instructors currently do hold periodic examinations on the contents of required reading lists, and that

this markedly improved rate will continue to be characteristic of the library-use rate at Harcum.

6. A further dimension of library use is to be found in monthly circulation statistics. Expressed in terms of yearly student populations, the ratios of number of books circulated per student during the past 4 academic years indicates a substantial stability, averaging a ratio of 18 books circulated per student.

Table 2: - Ratio of Books Circulated/Student

	1970-71	1971-72	1972-73	1973-74
Ratios =	16:1	18:1	19:1	18:1

7. An additional 'positive' statistic relating to usage of Harcum's learning resource center is noted in the yearly collection-usage-rate which averaged 45%.

Table 3: - Library Collection-usage-rate

	1970-71	1971-72	1972-73	1973-74
Usage rate =	47%	41%	43%	39%

8. Despite the fact that considerable numbers of books per student have been circulated throughout these four academic years (Table 2), the collection-usage-rate (Table 3) 'peaked' in 1970-71. However, since the collection-usage-rate in each of the three subsequent years was less than 1970-71, and books circulated per student was higher than the 1970-71 rate, this is interpreted to mean that although fewer books within the total collection were circulated, these were utilized more often in the latter three academic years.

9. In summary, the following three general conclusions are drawn:

(1) The average weekly use of the library during non-examination periods by Harcum students evidenced a healthy increase since 1970-71; particularly noteworthy in academic 1973-74.

(2) Following academic 1970-71, a sustained increase is noted in books circulated per student.

(3) The library collection-usage-rate throughout this 4 year period has averaged a healthy 45%.

10. Further long-range trends in Harcum's learning resource center utilization will be reported in future indicative records documents.

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